

**Improving Reading Comprehension Achievement of the Eighth
Grade Students at SMP Daarul Aitam Palembang by Using
Reciprocal Teaching Strategy**



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Assalamualaikum Wr. Wb.

Setelah kami periksa dan diadakan perbaikan-perbaikan seperlunya, maka skripsi berjudul "Improving Reading Comprehension Achievement of the Eight Grade students at SMP Daarul Aitam Palembang by Using Reciprocal Teaching Strategy", di tulis oleh saudari Septa Rosalina telah dapat di ajukan dalam sidang munaqsyah Fakultas Tarbiyah UIN Raden Fatah Palembang.

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Wassalamu'alaikum Wr. Wb.

Palembang, Februari 2019

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**IMPROVING READING COMPREHENSION ACHIEVEMENT OF THE EIGHTH
GRADE STUDENTS AT SMP DAARUL AITAM PALEMBANG BY USING
RECIPROCAL TEACHING STRATEGY**

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MOTTO

My success can only come from Allah. “In him I trust and into him I return” (hud:88)

“ And whatever of blessings and good things you have it is from allah.” (16:53)

“Parents’ prayer against their children is similar to the prophet’s prayer againsts his people” (H.R Ad Dailami)

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This thesis is dedicated to:

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- **The prophet Muhammad SAW** who always inspires me to do the best just because of Allah.
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ABSTRACT

The objectives of this study were to find out whether or not there was a significant difference before and after the treatment on the eighth grade students' reading comprehension scores at SMP Daarul Aitam Palembang by using reciprocal teaching strategy and to find out whether or not there was a significant difference on reading comprehension the eighth grade students' in average, good, and excellent categories at SMP Daarul aitam Palembang between the students who were taught by using reciprocal teaching strategy and those who are not. In this study, Quasi Experimental Design was used by using pretest-posttest non equivalent groups design. There were 64 students taken as sample. Each class consisted of 32 students from class VIII.1 as control group and class VIII.3 as experimental group. In collecting the data, reading test was used. The test was given twice to experimental and control groups, as a pretest and posttest. To verify the hypotheses, the data of pretest and posttest were analyzed by using independent sample t-test and two way-Anova in SPSS program. The findings showed that the p-output from independent sample t-test (sig2-tailed) was 0.000 which was lower than 0.05. It can be stated that there was a significant difference on students' reading comprehension score taught by reciprocal teaching strategy and those who were not at SMP Daarul Aitam Palembang. The result of p-output from two way Anova was 0.001 which was lower that 0.05. It means that teaching reading comprehension by using reciprocal teaching strategy had significant difference on the students' reading comprehension score in average, good, and excellent categories between who were thought by reciprocal teaching strategy and those who were not.

Keywords: Reciprocal Teaching Strategy, reading comprehension, descriptive and recount text.

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CHAPTER I

INTRODUCTION

The chapter presents: (1) background; (2) problems of the study; (3) objectives of the study; and (4) significances of the study.

1.1. Background

English is the most important language in the world, as the main tool of communication. It can be seen from several facts. Firstly, According to Cristal (1997) English is used as the language of communication in industries and every field of the society such as the advertising, press, broadcasting, transport, communication, sound recording, and motion picture (as cited in Mapiase and sihes, 2014, p.113). Also it is used in every corner of the world for every people to communicate each other. Then, Ahmad (2016) said that English is used in this digital era as a communication technology, like eighty percent of computer data and newspaper where morethan half of the newspaper published in the world are published in English. So, English is the crucial language for communication that needs to be learnt by people in the world including indonesia.

English is the part of education in indonesia. According to Mapiase and Sihes (2011), English is a compulsory subject in the schools of Indonesia, it is legalized by the Department of National Education of the Republic of Indonesia, it has been recently taught from Elementary to High Schools in the country. In addition, Mukminin, Habibi, Asyraf, Makmur, & Marzulina, (2018) state that in 1989 law of Indonesia educational sistem gives English as

the first foreign language among other foreign language is used for education in Indonesia such as German, Arabic, or Japanese (as cited in Marzulina, 2018, p.64). Therefore, English is one of the most important subjects that should be learnt by Indonesian.

There are four basic language skills that have to be learnt in studying English. There are some reason why the four language skill have to be comprehended by students. First, Aydogan and Akbarov (2014) explain that the four basic skills have to be learnt by english learners because they are related to each other by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message. Second, the four basic skills activities should be learnt in the language classroom because they give many valuable purposes. They give learners scaffolded support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own ability (proof of learning) and, most important confidence. So, in learning English, learners need to be learnt the four skills because all of skills are important.

When people read a text they need to comprehend the text. According to Saeedi, Khanmohammadi, and Mahmmodi (2016) reading comprehension is understanding of writer's message or constructing the meaning that a reader understand the original meaning of the author. There is an interaction between the reader and the text when a reader read a material. Duke and Pearson (2001) describe that reading comprehension is an activity that the readers constructs meaning, get information from the material and the

knowledge store in reader's head. Reading comprehension is a great way to understand text and review the readers background knowledge. It means that reading comprehension is an interaction between the reader and the text to understand and find an information and meaning from the text.

There are many problems faced by students in reading activity. Kweldju (1996) argues that students are not willing to read their reading textbooks although they realise it is usefull activity. She argues that this lack of interest is due to the student inadequate prior knowledge, inability to comprehend the English texts, and complex structure of the text books. Besides, Rukmini (2014) defines that students are not interesting to read their textbook because textbook is not accustomed for them, which over long text, unfamiliar vocabulary, and lack in pre-reading activity to activate their background knowledge. It means that reading in English is still hard to do by students.

There are some facts that reading ability in Indonesia is still low. Based on, OECD PISA In indonesia, level of reading literacy in Indonesia still unsatisfactory. Such as in 2009, Indonesia was ranked in the 57 out of 65 countries (OECD, 2010). Then, Indonesia was ranked in the 60 out of 65 countries participating in PISA 2012 (OECD, 2013). From The data show that level of reading literacy in Indonesia is still lack than the other contries (as cited in Pitaloka, 2014. p.1). Both clauses relate each others, based on the survey by OECD PISA (2015) about reading, it is found that Indonesia is in the 64th rank out of 70 countries. From the previous facts, it can be concluded that Indonesia's reading ability is still below average. In brief, there are so many

problems faced by students, it means that reading comprehension skill in Indonesia is still limited.

Based on my experienced when conducting teaching practice at SMP Daarul Aitam Palembang, there were many problems faced by students during the reading process. For example, students were difficult to find the information and the main ideas in the reading text. Then students were difficult to identify theme and summarize the text. Besides, teacher just give text to the students when teaching reading. When the teacher taught them, he asked the students listen to him carefully, then the students find the meaning of the text, also how to pronounce the words correctly. So, teacher just focused to improve how the students pronounce the words than comprehend the text.

In addition, to find the other problems of students I interview the teacher of SMP Daarul Aitam Palembang. it showed that many students had difficulties in understanding the reading text material because so many students were lack of vocabularies and a lot of students got average score below 70 which means most of students did not pass the minimum standard criteria (KKM) for English subject, which is the minimum standard criteria (KKM) for English subject is 75.

Considering the difficulties that described above, a teacher needs to think some ways to improve the students' reading skill. There are some strategies that can be applied by them. In teaching reading, there are so many strategy one of them is reciprocal teaching strategy. Doolittle, Hicks, Triplett, Nichols,

and Young (2006) say that one solution to the problem for poor reading skill is explicit teaching of reading comprehension strategies to students called Reciprocal teaching. Besides, Oczkus (2013) discusses that reciprocal teaching is a scaffolded discussion technique that involves four strategies. There are question, summaries, clarify, and predict. Reciprocal teaching strategies help teacher to effectively teach reading. This strategies can be applied in every reading material text especially for information text.

Reciprocal is a strategy that can be used in the learning and teaching reading especially for students at SMP daarul aitam palembang because they have some problems in learning reading comprehension. Such as the students felt difficult to understand the text material, to find the information, and the main ideas in the reading text. Then students were difficult to identify theme and summarize the text. Reciprocal teaching strategy can solve those problem because reciprocal teaching strategy have four strategies they are questioning, summarizing, clarifying and predicting. According to Doolittle, Hicks, Triplett, Nichols, and Young (2006) Those strategies in reciprocal teaching strategy can solve those problem such as, In question strategy students should be identify the information, themes, and ideas. In summarizing strategy students have to identify the important information themes and ideas within a text. In clarifying strategy student must be identification and clarification of unclear, difficult, or unfamiliar aspect of a text. And the last is predicting strategy students should be predicting and combining their prior knowledge, and new knowledge from the text. So, reciprocal teaching strategy can be

used as one of the strategies that solve the problem of students at SMP Daarul Aitam Palembang especially in reading comprehension.

To support this study, there are some previous studies. Firstly, a study conducted by Rini (2016) showed that the (RTP) does enhance and improve reading comprehension behavior in a English department of Wijaya Kusuma Surabaya University after the (RTP) training. Secondly, the study conducting by Wintari (2017) showed that Reciprocal Teaching Strategy is a suitable teaching method to improve the students' reading comprehension of eleventh grade student at SMAN 1 Indralaya Utara. Thirdly, a study conducting by Nugraha (2008) showed that the use of reciprocal teaching strategy in the teaching learning process can improve the students' reading comprehension of eighth grade students at SMP Negri 19 Surakarta.

From the description above, I am interested in conducting the research entitled "*Improving Reading Comprehension Achievement of the Eight Grade Students at SMP Daarul Aitam Palembang by Using Reciprocal Strategy*"

1.2 Problems of the Study

Based on the background above, I formulates the problems of the study into the following questions:

1. Is there any significant difference on the eighth grade students' reading comprehension achievement who are taught by using Reciprocal teaching Strategy than those who are not at SMP Daarul Aitam Palembang ?
2. Are there any significant differences on the eighth grade students' reading comprehension achievement in poor, average, and good categories who are

taught by using reciprocal teaching strategy than those who are not at SMP Daarul Aitam Palembang?

1.3 Objectives of the Study

The objectives of this study are to find out:

1. Whether or not there is any significant difference on the eighth grade students' reading comprehension achievement who are taught by using Reciprocal teaching Strategy than those who are not at SMP Daarul Aitam Palembang ?
2. Whether or not there Are any significant differences on the eighth grade students' reading comprehension achievement in poor, average, and good categories who are taught by using Reciprocal Teaching strategy than those who are not at SMP Daarul Aitam Palembang?

1.4 Significance of the Study

This study is expected to bring good effect for the students reading comprehension, especially in reading comprehension. This study is expected to be useful information for SMP Daarul Aitam Palembang, teachers in order to offer them an alternative way to teach reading and help them in increasing the students' reading interest through reciprocal teaching strategy. I am expected that this study will enrich her knowledge in educational research, especially in experimental research. For the next researcher, this study is expected to be a reference for further studies.

CHAPTER II

LITERATURE REVIEW

This chapter presents; (1)concept of reading; (2)concept of reading comprehension; (3)the level of reading comprehension; (4)concept of reciprocal teaching strategy;(5)procedures of reciprocal teaching strategy; (6)previous related studies; (7)hypotheses of the study; (8)criteria for testing hypothesis;.

2.1 The Concept of Reading

One of the four language skills is reading. According to Shihab (2011), Reading is an activity that the reader read a material to get the information in

the text. When reading a text a reader attempt to get a meaning and connect it with their reading experience. Pardo (2004) says that reading is a process in which readers construct meaning by interacting with text through the combination of background knowledge, previous experience, information in the text and the stance the reader takes in relationship to the text (as cited in Lestary & Holandyah, 2016, p.45). Therefore reading is the activity that the reader get the meaning and information from the text.

Reading is the process of understanding the meaning of written text. according to Pang (2003), Reading is an activity to understand the written text. He mention that reading contain of two process: word recognition and comprehension. Word recognition is learns the simbols in written text. Meanwhile comprehension is the activity to find the meaning of words and sentence in a text. He adds his statement that a reader who has background knowledge, vocabulary, 65 grammatical knowledge, experience with text and other strategies can help them understand the texts (as cited in Susiana, 2014, p.45). Therefore in the reading activity a reader not only get the meaning of the text but also use the background knowledge to build a text.

Reading is the essential skill in English. Swalm and King (2000) Reading is important, students have to master reading in order to understand the vast knowledge of the world (as cited in Ria, 2014, p.63). Furthermore, reading is a way for relax and enrich the reader's mind since reading activities can give new lesson, sense of values, ideas, etc. If if the readers can be connected what they read with our prior knowledge. In addition, Zare and Othman (2013) state

reading is cognitive activity that the reader takes part in a conversation with the author through the text. An article from Al-Qur'an that explains about reading is:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ. خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ. اقْرَأْ وَرَبُّكَ الْأَكْرَمُ. الَّذِي عَلَّمَ بِالْقَلَمِ. عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: “Read the name of God that creating, Creating humans are from clod-blood. Read, God is honor that had preached us, God preached human to read some lesson that they don't know yet”. (Al-alaq, verse 1-5).

Reading is one of the essential language skills. Alfassi (2004) describe that reading is cognitive activity in which reading is crucial activity in which the aims of reading is to obtain an adequate information in construct meaning in current society(as cited in Zare & Othman, 2013, p.188). reading is essential because it is language skills that frequently used in everyday life. According to Medina (2012) reading is an action that the author interact through a text (as cited in Arisca and Marzulina, 2015, p.23). It means that reading is the most important part that have to be learnt by human in the world for get information.

2.2 The Concept of Reading Comprehension

Reading is a comprehension, Comprehension is all about reading. Duke and Pearson (2001) which express reading comprehension is the reader build up the meaning to create material in a form of information in a text, it is involves thinking of the reader to understand text. According to The RAND Reading Study Group (2002) defined that in reading comprehension a

reader extracting and finding the meaning and involvement with written language (as cited in Hedian and Marzulina, 2014, p.187). If the reader read a material without comprehending the text, they only can be interpreted word correctly without understanding the meaning. Effective comprehending is not only construct a meaning of the text but also get an information that contain in the material. Snow (2002) argues in reading comprehension a reader extracting and constructing meaning through interaction and involvement with written language, we are used the words extracting and constructing to emphasize both and the insufficiency of the text as a determinant of reading comprehension (as cited in Arisca and Marzulina, 2018, p.26). In short, reading comprehension relates to the students' understanding about the text and they try to analyze texts and meanings inside.

Reading comprehension means to comprehend and remember the ideas that the reader gets when they read. According to Klingner (2007), Reading comprehension is to build up meaning by coordinate number complex involves the word and knowledge in the world fluency, that is refers the ability to interpret the meaning (as cited in Susiana, 2014, p.65). A reader understanding a message and the ideas in a text. He summarized reading comprehension instruction for the teacher as the following a three step procedure: mentioning, practicing, and assessing. That is, teachers mention the skills that the student want to use, then they practice those skills through workbooks or worksheets, and finally assess whether or not they use the skill successfully. In addition, Pakhare (2007) states that a active readers who has a

reading comprehension skill, they read words by comprehend meaning and understanding the concept behind the word (as cited in Ria, 2015, p.74). Comprehension skill can distinguish a reader to be more active, passive reader is who just read without getting meaning.

Reading comprehension is important for students to improve their ability for acquiring knowledge of the world. According to Alderson (1984) Foreign language is important academic education, which improve the ability personally, because nowadays so many knowledge using English like technology and scientific written in English (as cited in Saedi, Khanmohammadi, & Mahmmodi, 2016, p.63). Meanwhile, Wahyudin (2009) said that by reading comprehension people will get new information, and can distinguish between good and bad ones as well as education as an effort in helping people (as cited in Abdul, 2017, p.22). Reading comprehension is require to be learnt by student who learn English as foreign because many exam in reading comprehension. Therefore students who learn English should be mastering it.

2.3 The Level of Reading Comprehension

According to Rubin (1992) there are four levels of reading comprehension as follows:

1. Literal Comprehension is the readers understand the message by authors written or the specific details provided of text. This level of comprehension involves finding surface meaning, understanding concrete words, phrases,

clauses, and sentence patterns, recalling details, remembering stated sequence of events, interpreting abbreviations, symbols, and acronyms.

2. Interpretative or Referencial Comprehension is understanding the author's purpose, using signal words to understand the meaning, recognizing implied sequence, to use context clues to determine meaning, summarizing the main idea in the text, and making generalizations.
3. Critical Reading is indentifying relevant and irrelevant information, understanding the reliability of an author, differentiating facts and opinions, separating real and unreal communication.
4. Creative Reading is used of divergent thinking skills to go beyond literal, interpretation, and critical reading comprehension levels. Also the readers tries to come up with new or alternate solutions to those presented by the writer.

2.4 Concept of Reciprocal Teaching Strategy

Reciprocal teaching is fourth strategys can be used to comprehend text, Palinscar and Brown claim (1984) the fourth strategys are : question, summarize, clarify, and predict in order the reciprocal teaching strategy can be used effectively in reading comprehension. Teacher has an important role in learning activity by giving support in order the use of reciprocal strategy succesfully. Student see the teacher modeling every strategy first and the student try the strategy for themselves in adequate environment. Learners

work independently to comprehend the text. Every time teacher help them by giving support to do difficult reading tasks (as cited in Glass and Coe. 2005).

Reciprocal is one of the effective strategy in reading comprehension. Oczkus (2013) discuss Reciprocal teaching strategies help teachers to effectively teach the type of close reading. Common Core State Standards National Governors Association 2010, The strategy can be apply effectively in every kinds of text, reciprocal is a discussion technique. Reciprocal teaching strategy involved listening and speaking skills also. it is good for learners who learn conversations and collaborative discussions and who want to play an active role in disscusion.

2.5 Procedures of Reciprocal Teaching Strategy

There are procedures in reciprocal teaching strategy that help teachers to effectively teach reading comprehension. Palincsar and Brown (1984) define that in there original research, is used four discrete reading comprehension strategies within reciprocal teaching: questioning, summarizing, clarifying, and predicting (as cited in Oczkus 2013, p.34).

1. Questioning: Questioning involves identification of information, themes, and ideas, it is central and important enough to warrant further consideration. Questioning provides a context to explore the text more deeply and assuring construction meaning.
2. Summarizing: Summarizing is the process of identifying important information, themes, and ideas within a text and integrating these into a

clear and concise statement communicates the essential meaning of the text. Summarizing may be based on the single paragraph, a section of text, or an entire passage. Summarizing provides impetus for creating a context for understanding the specific text.

3. **Clarifying:** Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. Clarifying provides the motivation to remediate confusion through re-reading, the use of context in which the text was written and/or read, and use of external resources (e.g., dictionary or thesaurus).
4. **Predicting:** Predicting involves combining the reader's prior knowledge, new knowledge from and structure for creating hypotheses related to direction of text and the author's intent in writing. Predicting provides an overall rationale for reading – to confirm or disconfirm self-generated hypotheses.

The general methodology of reciprocal teaching involves the instruction and students, usually in small groups, reading a section of text. Then the teacher models the reading comprehension strategies.

1. Questioning

During modeling process, teacher encourages learners to ask questions about material at the first paragraph. Here, they are encouraged to identify key ideas of text and connect to their prior knowledge. When the students begin

generating questions, they need to identify the information, theme and idea that is significant enough to provide the substance for a question. Then, they pose information in question form and as selftest to ensure their own question.

2. Summarizing

The students ask to retell what they read by their own words. They identify information in the text. Then summarize in one or a few sentences.

3. Clarifying :

The students try identify why the text is difficulted to understand, such as unfamiliar vocabulary, unclear references and unfamiliar concepts, and clarify it by explaining giving examples, or clarifying statements.

4. Predicting

The students speculate the next material will be discussed. Here, students make prediction what the author wants to tell the next.

2.6 Previous Related Studies

There are three previous studies which are related to my present study. The first related study was written by Febriyana Wintary (2017) entitled “Improving Reading Comprehension Achievement Of Eleventh Graders of SMA Negeri 1 Indralaya Utara by using reciprocal teaching strategy” the

findings showed that Reciprocal Teaching Strategy is the effective strategy to improve the students' reading comprehension of eleventh grade.

The similarities between the previous studies and this study are that both studies use experimental method, and find the student's reading comprehension through reciprocal teaching strategy.

The second related study was written by Rini (2016) entitled "Improving Students' Reading Comprehension Through Reciprocal Teaching Strategy" the objective of the study was to find out whether reciprocal teaching gave the significant effect in reading comprehension on the reading ability of the third semester students of English Department of Wijaya Kusuma Surabaya University. The result showed that the Reciprocal Teaching give the significant effect in reading comprehension on the reading ability.

The similarities between the previous studies and this study are that both studies use experimental method, and find the student's reading comprehension through reciprocal teaching strategy.

The third related study was written by Nugraha (2008) entitled "The Use of Reciprocal Teaching Strategy To Improve Student's Reading Comprehension At Smp Negeri 19 Surakarta" which showed that the use of reciprocal teaching strategy in the teaching learning process can improve the students' reading comprehension of eight grade students at SMP Negri 19 Surakarta.

The similarities between the previous studies and this study are that both studies use experimental method, and find the student's reading comprehension through reciprocal teaching strategy.

2.7 Hypotheses of the Study

Based on the background of the study above, the hypotheses is formulated the null hypotheses (H_0) and alternative hypotheses (H_a) as follows.

1. H_0 : there is no significant difference on the eighth grade students' reading comprehension who are taught by using reciprocal teaching strategy and those who are not at SMP Daarul Aitam Palembang.

H_a : there is a significant difference in the eighth grade students' reading comprehension who are taught by using reciprocal teaching strategy and those who are not at SMP Daarul Aitam Palembang.

2. H_0 : there are no significant difference of the eighth grade students' reading comprehension who are taught reading in average, good and excellent categories by using reciprocal teaching strategy and those who are not at SMP Daarul Palembang.

H_a : there are a significant differences of the eighth grade students' reading comprehension who are taught in average, good and excellent categories by using reciprocal teaching strategy and those who are not at SMP Daarul Aitam Palembang.

2.8 Criteria for Testing Hypothesis

To prove the research problem, testing research hypotheses is formulated as follows:

1. If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.
 - If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.
2. If the p-output (Sig.2-tailed) is lower than 0.05, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_a) is accepted.
 - If the p-output (Sig.2-tailed) is higher than 0.05, the null hypothesis (H_0) is accepted, and the alternative hypothesis (H_a) is rejected.

CHAPTER III

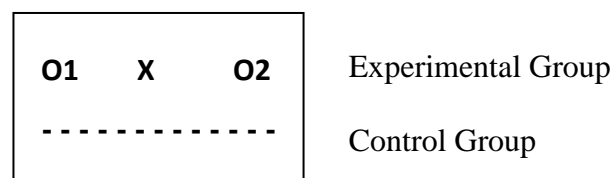
METHOD AND PROCEDURES

This chapter present: (1)research design; (2) research variables; (3)operational definitions; (4)population and sample; (5)data collection; (6)research teaching schedule; (7)data analysis; (8)hypothesis testing.

3.1. Research Design

In this study, I used quantitative research design based on experimental methods. According to Fraenkel, Wallen and Hyun (2012), experimental research is one of the most powerful research methodology that researcher can use. The research took by *quasi experimental research design* or the design that manipulate the independent variable to observe the effect on dependent variable and the type that used by the researcher was *pretest - posttest non-equivalent group design*. There are two groups; they were experimental and control group which both gave pre-test and post-test. The experimental group given treatments by using reciprocal teaching strategy, but the control group was not.

Cohen, Manion and Morrison (2007) formulates the figure of Pretest-Posttest Non-equivalent Groups Design as follows:



Where:

O₁ : Pretest in experimental group

O₂ : Posttest in experimental group

O₃ : Pretest in control group

O₄ : Post test in control group

X : Treatment in experimental group using Reciprocal Teaching Strategy

-- : no treatment

3.2 Research Variables

The research variables of this study were students of SMP Daarul Aitam and Reciprocal Teaching Strategy. Based on Fraenkel, Wallen and Hyun (2012), Variable is a concept or a noun that stands for variation within a class of objects, such as chair, weight, gender, color, size, shape, achievement, motivation. Meanwhile Cohen, Manion and Marrison (2007), state that a variable can be consider as a construct, operational cunstruct or particular property in which the researcher is interested.

Independent variable in this study is reciproal teaching strategy and dependent variable is students of SMP Daarul Aitam. Creswell (2012) argues dependent variable is an attribute or characteristic that is dependent on or influence by the independent variable. An independent variable is an attribute or characteristic that influence or affects an outcome or dependent variable. Anxiety level is the active independent variable.. The independent variable in this study is Reciprocal Teaching strategy and the dependent variable is the eighth grade students' reading comprehension of SMP Daarul Aitam Palembang.

3.3 Operational Definition

In order to avoid misunderstanding about the terms used in this study, it was necessary to define them.

Reading comprehension is the student's process in constructing meaning and to understand the written language that they read during the reading process at SMP Daarul Aitam in order to get the new information.

Reading comprehension achievement is the score achieved by the eight grade students at SMP Daarul Aitam related to their reading comprehension of descriptive and recount texts that they read.

Reciprocal teaching is an instructional strategy based on modeling and guided practice, that I will apply in teaching reading comprehension to the eight grade students at SMP Daarul Aitam.

3.4 Population and Sample

3.4.1 Population

Population is whole number of the research object which are going to be investigated in research study. Fraenkel, Wallen and Hyun (2012) said that a sample in a research study is the group on which information is obtained. The larger group to which one hopes to apply the results is called the population. The population of this study were the eighth grade students of SMP Daarul Aitam Palembang consisting of four classes. The total of the students is 154 students.

Table 1

The population of the study

<u>No.</u>	<u>Class</u>	<u>Number of students</u>
1.	VIII. 1	32
2.	VIII. 2	30
3.	VIII. 3	32
4.	VIII. 4	32
TOTAL		126

Source: SMP Daauri Aitam Palembang (2018/2019).

3.4.2 Sample

Sample is a group of subject on which information is obtain. According to Creswell (2012), a sample is a part of target population that the researcher plans for consider on a par with the target population. In this study, I took two classes or groups as the sample. In doing this study, there are one class as the experimental and one class as the control group. For getting the sample, purposive sampling will be used in this study.

Purposive sampling is one of the technique to determine what the group should be used by the reseacher. According Fraenkel, Wallen and Hyun (2012), Purposive sampling is different from convenience sampling in that researchers do not simply study whoever is available but rather use their judgment to select a sample that they believe, based on prior information, will provide the data

they need. In addition, Cohen, Manion and Marrison (2007) emphasize that purposive sampling means the researcher determine the sample by considering specific purpose. purposive sampling will be choose because some of reason. First the English teacher is the same. Second, the total of the students are also similar. And the last is the students have similar ability.

After obtaining the information from the teacher, I will use two groups as sample VIII.1 and VIII.3. Thus, the total numbers of the students are 64 students from 2 classes to be sample in this study. These classes will be choosen because the total of the students same, and have similar score and teach by same teacher of english. The number of the students for experimental group are 32 and the control group are 32 students. The sample of this study present below.

Table 2.

The sample of the study

<u>NO.</u>	<u>Group class</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>
1.	VIII 1	16	16	32

2.	VIII 3	16	16	32
	Total			64

3.5 Data Collection

3.5.1 Test

Test is one of the ways to know how to get the score by the students in the form of assignment. According to Fraenkel, Wallen and Hyun (2012), test is intervention studies, where data are collected over a period of time, it is common to test subject at the beginning of the intervention(s). In this study a test on reading descriptive and recount text will be used in collecting the data. The purpose of the test is to measure students reading comprehension achievement before and after the treatment.

3.5.1.1 Pre-test

Pretest is the test will be given to the students before the treatment. According to Creswell (2012), a pre-test provides a measure on some attribute or characteristics that you assess for participants in an experiment before they receive a treatment. In this research, the test will be given to the students in the first meeting or before the treatments. This test also will be given to both of samples, experimental group and control group. The purpose of this test is to know the students average score in reading comprehension of descriptive and recount text before the treatments are given and also to know which class will be an experimental class and control class.

3.5.1.2 Post-test

Post test is the test will be given to the students after the treatment. Creswell (2012), states that a post-test is a measure on some attributes or characteristics that is assessed for participants in an experiment after a treatment. In this research, the test will be given to the students when all of the treatments are given and it is also given to both of samples, control and experimental group. The purpose of this test is to know the student's reading comprehension average score in descriptive and recount text after the treatments are given.

3.5.2 Data Instrument Analysis

1) Validity Test

Validity is the test to determine the instrument is appropriate or not to be used. Fraenkel, Wallen and Hyun (2012) argue that validity is the most important idea to consider in preparing or selecting an instrument for use in research. The term of validity, as used in the research, refers to the appropriateness, meaningfulness, correctness, and usefulness of any inferences a researcher draws based on data obtained through the use of an instrument. There are three kinds of validity test to be administered for research instrument, they are:

1.1) Content Validity

Validity test is the test to determine the instrument is valid or not by the validators. According to Fraenkel, Wallen and Hyun (2012), content validity refers to the content and the format instrument, how appropriate is the content,

how comprehensive does it logically get at the intended variable. A content validity is very important, since it is an accurate measure of what it is supposed to measure. In order to judge the test whether or not a test has content validity, the reseacher will check the syllabus from school and then match them into test specification.

Then the result of the analysis in constructing the content validity will be presented in the test specification table including, objectives of the test, text material, test indicators, total of test, types of test and answer key.

Table 3

The Table of Specification Instrument tests

<u>Objectives</u>	<u>Text Materials</u>	<u>Indicators The Students Are Able to:</u>	<u>Numbe of Items</u>	<u>Types of Test</u>	<u>Answer Key</u>
Answering the question about the meaning of the main idea of textual meaning in recount and descriptive text		1. Identify main idea	2,5,11,15, 24,29,32, 43.	Multiple choice	A,A,D,A, A,A,D,B.
Identify various information in short functional text		2. Identify cause/ effect	4,31,33,4 1,42,44,4 6.		B,D,C,C, A,C, C.
Identify the social function of short functional text identify the characteristics of the language of short fuctional text.	Recount and descriptive text	3. Identify the kind of text.	3,12,22,2 3,28,34,3 7,40,47,4 9,54,60.	Multiple choice	A,D,C,C, C,D,A,D, D,D,A,A.
Identify the objective of		4. Identify vocabulary	1,6,14,16, 17,35,45,	Multiple choice	A,A,A, C,D,C,

short functional text		48,49,52, 54,60.		A,B,D, B,A,A.
	5. Identify detail information	8,10,13,1 9,20,21, 25,27,30, 36,39,51, 55,56,57, 59.	Multiple choice	A,D,D,B, A,C,C,B, B, A,C,A, D,B,B, D.
	6. Identify goals communication/ finding concluding sentence	7,18,9,18, 26,38,53, 58.	Multiple choice	A,A,A, A,D,A, C,B.

1.2) Construct Validity

Construct validity is to determine the instrument can be used or not by validator judge. Fraenkel, Wallen and Hyun (2012), state that construct validity refers to the nature of the psychological construct or characteristic being measured by instruments. Construct validity of the research instrument involves two types. They are 1. Question items for pre--test and post-test activities, 2. Lesson plans for control and experimental groups.

I will ask the lecturers of English at UIN Raden Fatah Palembang as validators to estimate the instruments. They measured including such things appropriateness of language, clarity of direction and on regardless of the adequency of the question in an instrument.

After constructing the instruments related to some aspect measure, and it will consult to achieve some expert judgement from at least three validators to

evaluate whether the components of the instrument were valid or not to be applied in research activity. There are some characteristics for expert judgement or validators, such as: (1) they have English educational background, (2) English lecturer, (3) minimum score TOEFL 550, and (4) their teaching more than 5 years.

1.3) Validity of Each Question Items

Validity test of each question item is used to indicate whether the test item of the instruments in each question is valid or not. To find out the validity of each question item, the try out will be conducted. To know whether it is valid or not the result of the test will be analyzed by using product moment Pearson correlation in SPSS program, the score of significance (r-output) should be compared with the score of "r-table" product moment. Basrowi and Soenyono (2007) argue that if the result of the test shows that r-count is higher than r-table it means that the item is valid. To find out the validity of each question items, the tryout was done. Pearson Product Moment was applied to the test validity. The result of significant score of Pearson correlation (r-output) was consulted to the critical table of r-table of Product Moment. If the value of r-output is bigger than r-table (0.349) with with sample (N) was 32 students, it means that the items was valid.

In this part, there were multiple choice items given to 32 students at SMP Daarul Aitam Palembang. There were 10 questions were considered

invalid. It means that 10 items could not be used as the instrument since the score of significance were lower than 0.349. then, 50 questions items were considered valid. It means that 50 items test could be used as the instruments since the score of significance were higher than 0.349. there were only 50 valid questions item to be instruments of pretest and posttest.

1.2)Reliability Test

Reliability is to determine the score of the research instrument consistent or not. According to Fraenkel, Wallen and Hyun (2012), reliability refers to the consistency of the scores obtained how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. Furthermore, Fraenkel, Wallen and Hyun (2012), state that the score is considered reliable if the score of significance is at least or preferably higher than 0.70 and preferably higher. The writer will use test-retest method. After doing try out, to measure the test, the writer will calculate the students' score by Person Correlation Coefficient. It will be run by using SPSS program.

To know the reliability of the test, internal consistency reliability in Split half reliability coefficient with Spearman-Brown formula was used. The calculation was done by using SPSS 23.0 program. The scores of reliability were obtained from tryout.

To measure the reliability test using split half method, it was found that the p-output of Gutman Split-Half Coefficient was 0.880 which was higher than 0.70. It can be stated that the reliability of reading test items was reliable

since the p-output of Gutman Split-half Coefficient was higher than 0.70. The result analysis of reliability test is described in table 4 below:

Cronbach's Alpha	Part 1	Value	,316
		N of Items	25 ^a
	Part 2	Value	251 ^b
		N of Items	25 ^c
	Total N of Items		50
Correlation Between Forms			,335
Spearman-Brown Coefficient	Equal Length		,502
	Unequal Length		,502
Guttman Split-Half Coefficient			,880

a. The items are: VAR00001, VAR00002, VAR00003, VAR00004, VAR00005, VAR00006, VAR00007, VAR00008, VAR00009, VAR00010, VAR00011, VAR00012, VAR00013, VAR00014, VAR00015, VAR00016, VAR00017, VAR00018, VAR00019, VAR00020, VAR00021, VAR00022, VAR00023, VAR00024, VAR00025.

b. The items are: VAR00026, VAR00027, VAR00028, VAR00029, VAR00030, VAR00031, VAR00032, VAR00033, VAR00034, VAR00035, VAR00036, VAR00037, VAR00038, VAR00039, VAR00040, VAR00041, VAR00042, VAR00043, VAR00044, VAR00045, VAR00046, VAR00047, VAR00048, VAR00049, VAR00050.

2) Readability Test

To know the appropriate level of reading texts for students' level in comprehending the reading texts, readability test will be done. In doing this test, the researcher will use the text that has standard categories, because

according to Rudolph Flesch, an author who developed this formula, the best text should contain shorter sentences, words and also the score which is between 60-70 is largely considered acceptable. It means that the text will be easily understood by the readers. The name of application is Readability Formulas. It can be measured by using online readability test which can be accessed from www.readabilityformula.com. In readability test, there are research instrument and research treatment. In readability test, there are research instrument and research treatment.

Table 5

Reading Ease Score and Flesch Reading Grade Level

<u>Reading ease score</u>	<u>Style description</u>	<u>Estimated reading grade</u>
0-30	Very difficult	College graduate
30-50	Difficult	13 th -16 th grade
50-60	Fairly difficult	10 th -12 th grade
60-70	Standard	8 th -9 th grade
70-80	Fairly easy	7 th grade
80-90	Easy	6 th grade
90-100	Very easy	5 th grade

Source: Dubay, W. H. The principles of readability (2004)

2.1) Readability Test of Texts for treatment

There were ten results got after checking readability for research instrument texts in flesch Kincaid reading score and the text statistic. For readability test for research instrument, the researcher uses some books. The books entitled is *Interlanguage: English for senior high school students XI science and social study programme: SMA/MA Kelas XI IPA/IPS*. By Priyana, J., Riandi, & Mumpuni, A. P. (2008). Jakarta, ID: Pusat Perbukuan, Departemen Pendidikan Nasional. In addition, the ebook from Peters, R., & Williamson, P. (2000). *Targeting text ideas and issues: Discussion, exposition and response*. Sydney, NSW:Blake Education.

Table 6

The Result of Redability text for treatment

<u>Text title</u>	<u>Text</u> <u>types</u> <u>of</u> <u>sentence</u>	<u>Number</u> <u>of</u>	<u>Test</u> <u>statistics</u> <u>word per</u> <u>sentence</u>	<u>Character</u> <u>per word</u>	<u>Flesh</u> <u>reading</u> <u>ease</u> <u>score</u>	<u>Text</u> <u>category</u>
1. Went To The Theatre		13	10	4	68	Standard
2. Fishing		8	16	4	68	Standard
3. Bromo		11	9	4	67	Standard
4. Persian Cat		7	27	4	65	Standard

5. My Holiday	19	12	4	64	Standard
6. My Mother	7	17	4	62	Standard
7. Holiday In Jogja	19	10	4	62	Standard
8. Visiting My Grandmother	16	13	4	60	Standard
9. My Friend	6	29	4	60	Standard
10. Johnny Depp	8	26	4	60	Standard

2.2) Readability Test of Texts for Test

There were sixteen results got after checking readability for research instrument texts in flesch Kincaid reading score and the text statistic. For readability test for research instrument, the researcher use some books. The books entitled is Detik-Detik UN Bahasa Inggris, by bachtiar bima, Cicik Kurniati and Yuniarti Dwi arini. English in Focus by Artono Wardiman , Masduki B. Jahur and M. Sukirman Djusma and internet script. The result can be seen in following table:

Table 7

The Result of Redability texts for test

<u>Text title</u>	<u>Text type</u>	<u>Number of</u>	<u>Test statistics</u>	<u>Character per word</u>	<u>Flesh reading</u>	<u>Text category</u>
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		<u>sentence</u>	<u>word per</u> <u>sentence</u>		<u>ease</u> <u>score</u>	
1. Granpa's funeral ceremony.	D	18	11	4	69	Standard
	E					
2. Picaso	S	11	12	4	69	Standard
3. A painful experience	C	13	10	4	68	Standard
4. My first marathon	R	11	9	4	67	Standard
5. Garuda muda event for friendship and creativity	I	19	12	4	66	Standard
	P					
	T					
	I					
6. Boyolali regency	V	10	12	4	65	Standard
7. advantages of fruits.	E	19	12	4	65	Standard
8. Paris is the capital of a European nation		19	10	4	62	Standard
	A					
9. Suramadu bridge	N	6	18	4	62	Standard
	D					
10. Comedian Rowan Atkinson		7	17		62	Standard
	R					
11. shard of glass building.	E	7	17	4	62	Standard
12. Trip to Jogjakarta	C	16	7	4	62	Standard

13. Luis lionel messi	O	10	17	4	62	Standard
14. Titanic	U	6	18	4	61	Standard
15. My holiday	N	20	7	4	60,3	Standard
16. My study tour	T	16	13	4	60	Standard

3.6 Research Teaching Schedule

I do the instruments to the experimental group accordance with the schedule of the teacher of the eight grade student 2017-2018. This study will be conducted in 10 meetings. There two meetings for pretest and post test. So the total meeting is 12 meetings.

Table 8

Research Teaching Schedule

<u>No.</u>	<u>Text's Title</u>	<u>KINDS OF</u>	<u>Meeting</u>	<u>Time</u>
		<u>TEXTS</u>		<u>Allocation</u>

1.	Went To The Theatre	Pre- test	1 st	2 x 40 Minutes
2.	Fishing		2 nd	2 x 40 Minutes
3.	Bromo		3 th	2 x 40 Minutes
4.	Persian Cat	Descriptiv text	4 th	2 x 40 Minutes
5.	My Holiday	&	5 th	2 x 40 Minutes
6.	My Mother	Recount text	6 th	2 x 40 Minutes
7.	Holiday In Jogja		7 th	2 x 40 Minutes
8	Visiting My Grandmother		8 th	2 x 40 Minutes
9.	My Friend		9 th	2 x 40 Minutes
10.	Johnny Depp		10 th	2 x 40 Minutes
		Post- test		

3.7 Data Analysis

In analyzing the data, data obtained from quasi-experimental design will be calculated by means of spss 23.0 software (statistical package for the social scores). Moreover, I will be used and describe some techniques, as follows:

3.7.1 Scoring

Scoring as a result, usually expresses numerically a test or examination. According to the Thissen and Wainer (2001), A test score is summary of

evidence contained in a examine responses to the items of a test that are related to the construct or construct being measured.

$$\text{GRADE} = \frac{\text{Total correct items}}{\text{Totals number of item}} \times 100\%$$

The classification of student' score were described in the table, the highest score 85- 100 and the lowest score is 0-55, if the student answer all question correctly is 100 points. Than, the score was categorized, as follows:

Table 9

The Clasification of Student's Score

<u>The Range of Score</u>	<u>Qualitative score</u>	
86- 100	Exceclent	A
76-84	Good	B
56-76	Fair	C
<55	Poor	D

Source: SMP Daarul Aitam Palembang in Academic Year (2017/2018).

3.7.2 Data Description

Data descriptions illustrate two analyses, they are distribution of frequency data and the descriptive statistics.

1) Distributions of Frequency Data

In distributions of frequency data, the students' score, frequency, percentage are achieved. The distributions of frequency data are obtained from students' pretest-posttest scores in experimental and control group.

2) Descriptive Statistics

In descriptive statistics, number of sample, the score of minimal, maximal, mean, and standard deviation are analyzed. Descriptive statistics are obtained from students' pre-test and post-test scores in experimental and control groups.

3.7.3 Prerequisite Analysis

A prerequisite analysis will be used before testing hypothesis. It estimates whether the obtained data from students' pre-test and post-test score in experimental and control group are distributed normal and homogen or not. According to Flynn (2003) the use of parametric statistics requires that the sample data, which is normally distributed, has homogeneity of varians and continous. As we know that, the first choice that a researcher uses is parametric statstics. Therefore, if the researchers want to know the technique of statistics that will be used in analyzing the data, the researchers firstly have to test the normality and homogeneity. The description of both as follows:

1) Normality Test

Normality test is used to measure whether the obtained data is normal or not. The data can be classified into normal whenever the p-output is higher than 0.05 (Basrowi, 2007). In measuring normality test, *I-sample Kolmogronov Smirnov* is used. The normality test is used to measure students' pretest and posttest scores in control and experimental groups.

2) Homogeneity Test

Homogeneity test is used to measure the scores obtained whether it is homogen or not. According to Flynn (2003), the data can be categorized homogen whenever it is higher than 0.05. In measuring homogeneity test, *Levene Statistics* in SPSS is used. The homogeneity test is used to measure students' pre-test and post-test in control and experimental groups.

3.8 Hypothesis Testing

Hypothesis will be used to infer the result of a hypothesis performed on sample data from larger population. Accoding to creswell (2012), Hypothesis testing is a procedure for making decision about result by comparing and observed value of a sample with a population value to determine if no difference or relationship exists between the values. in measuring significant difference on students' reading comprehension descriptiv and recount text thought by using reciprocal strategy. The reseacher will be analyze the differences using paired sample t test and independent sample t test in spss 23 software application. The explanation as follows:

1. In measuring significant difference, independent sample t-test will be used for testing the students' post-test scores who are taught by using reciprocal teaching strategy and Teacher's Strategy. The significant difference is accepted whenever the p-output is lower than 0.05 and t-obtained is higher than t-table 3.149 (df = 70).
2. In measuring a significant difference, two-ways ANOVA will be used for testing students' post-test score in average, good, and excellent categories who are taught by using reciprocal teaching strategy and Teacher's Strategy. The significant is accepted whenever the p-output (0.1) is lower than 0.05.

CHAPTER IV

FINDINGS AND INTERPRETATION

This chapter presents: (1) findings and (2) interpretation.

4.1 Findings

The findings of this research cover: (1) data descriptions; (2) prerequisite analysis; and (3) result of hypothesis testing.

4.1.1 Data Descriptions

In data descriptions, two analysis were conducted. They were distributions of frequency data and descriptive statistics.

4.1.1.1 Distributions of Frequency Data

In the distribution of frequency data, score, frequency, and percentage were analyzed. The scores were acquired from: (a) pretest scores of reading comprehension in experimental group, (b) posttest scores of reading comprehension in experimental group, (c) pretest scores of reading comprehension in control group, and (d) posttest scores of reading comprehension in control group.

(a) Students' Pretest Scores in Exsperimental Group

In distribution of data frequency the interval score, frequency and percentage were presented. The result of the pretest scores in exsperimental group is described in table 10 below:

Table 10

Frequency Data of Students' Pretest Scores in Experimental Group

pretest_experiment					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46,00	1	3,1	3,1	3,1
	52,00	1	3,1	3,1	6,3
	54,00	1	3,1	3,1	9,4
	56,00	1	3,1	3,1	12,5
	58,00	1	3,1	3,1	15,6
	60,00	1	3,1	3,1	18,8
	62,00	2	6,3	6,3	25,0
	64,00	2	6,3	6,3	31,3
	66,00	4	12,5	12,5	43,8
	68,00	2	6,3	6,3	50,0
	70,00	4	12,5	12,5	62,5
	72,00	4	12,5	12,5	75,0
	74,00	3	9,4	9,4	84,4

76,00	2	6,3	6,3	90,6
78,00	1	3,1	3,1	93,8
80,00	1	3,1	3,1	96,9
84,00	1	3,1	3,1	100,0
Total	32	100,0	100,0	

Based on the table above, it was found that there was one student (3,1%) who got 46, one student (3.1%) got 52, one student (3.1%) got 54, one student (3.1%) got 58, one student (3.1%) got 60, two students (6.3%) got 62 , two students (6,3%) got 64, four students (12,5.%) got 66, two students (6.3%) got 68, four students (12.5%) got 70, four students (12.5%) got 72, three students (9.4%) got 74, two students (6.3%) got 76, one student (3.1%) got 78, one student (3.1%) got 80, one student (3.1%) got 84.

Furthermore, there were 4 categories of students' reading comprehension score. The classification of reading comprehension of the students' pretest score in experimentall group can be seen from the following table 11 below:

Table 11

The Classification of Reading Comprehension Categories Students' Pretest Score in Experimental Group

The Range of Score	Number of Students	Percentage (%)	Reading Comprehension Categories
85-100	0	0	Excellent
75- 84	5	15.6	Good
56 -74	24	75	Average
0-55	3	9.4	Poor
Total	32	100	

Based on the table above, it was found that the total number of sample was 32 students. There were five students (15.6 %) in good category, there were twenty four students (75 %) in average category, and three students (9.4 %) in poor category.

(b) Students' Posttest Scores in Experimental Group

In distribution of data frequency, the result of the posttest scores in experimental group is described in table 12 below:

Table 12

Frequency Data of Students' Posttest Scores in Experimental Group

		posttest_expe			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72,00	1	3,1	3,1	3,1
	76,00	1	3,1	3,1	6,3
	78,00	6	18,8	18,8	25,0
	80,00	8	25,0	25,0	50,0
	81,00	2	6,3	6,3	56,3
	82,00	3	9,4	9,4	65,6
	83,00	2	6,3	6,3	71,9
	84,00	6	18,8	18,8	90,6
	86,00	2	6,3	6,3	96,9
	88,00	1	3,1	3,1	100,0
	Total	32	100,0	100,0	

Based on the table above, it was found that there was one student (3.1%) got 72, one student (3.1%) got 76, six students (18.8%) got 78, eight students (25.0%) got 80, two students (6.3 %) got 81, three students (9.4%) got 82, two students (6.3%) got 83, six students (18.8%) got 84, two students (6.3%) got 86, one student (3.1%) got 88.

Furthermore, there were 4 categories of students' reading comprehension score. The classification of reading comprehension of the students' posttest score in experimental group can be seen from the following table13 below:

Table 13

The classification of reading comprehension categories students' posttest score in experimental group

The Range of Score	Number of Students	Percentage (%)	Reading Comprehension Categories
85-100	3	9.4	Excellent
75- 84	28	87.5	Good
56 -74	1	3.1	Average
0-55	0	0	Poor
Total	32	100	

Based on the table above, it was found that the total number of sample was 32 students. There were three students (9.4 %) in excellent category, twenty eight students (87.5%) in good category, and one student (3.1%) in average category.

(c) Students' Pretest Scores in Control Group

In distribution of data frequency, the result of the pretest scores in control group is described in table 14 below:

Table 14

Frequency data of students' pretest scores in control group

pretest_control					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44,00	1	3,1	3,1	3,1
	48,00	1	3,1	3,1	6,3
	54,00	1	3,1	3,1	9,4
	58,00	2	6,3	6,3	15,6
	60,00	2	6,3	6,3	21,9
	62,00	2	6,3	6,3	28,1
	64,00	4	12,5	12,5	40,6
	66,00	3	9,4	9,4	50,0
	68,00	5	15,6	15,6	65,6
	72,00	3	9,4	9,4	75,0
	74,00	3	9,4	9,4	84,4
	76,00	1	3,1	3,1	87,5
	78,00	2	6,3	6,3	93,8
	80,00	1	3,1	3,1	96,9
	84,00	1	3,1	3,1	100,0
Total		32	100,0	100,0	

Based on the table above, it was found that there were one student (3.1%) got 44, one student (3.1%) got 48, one student (3.1%) got 54, two students

(6.3%) got 58, two students (6.3%) got 60, two students (6.3%) got 62, four students (12.5%) got 64, three students (9.4%) got 66, five students (15.6%) got 68, three students (9.4%) got 72, three students (9.4%) got 74, one student (3.1%) got 76, two students (6.3%) got 78, one student (3.1%) got 78, one student (3.1%) got 80, One student (6.3%) got 84.

Furthermore, there were 4 categories of students' reading comprehension score. The classification of reading comprehension of the students' pretest score in control group can be seen from the following table 15 below:

Table 15

The Classification of Descriptive Reading Comprehension Categories Students' Pretest Score in Control Group

The Range of Score	Number of Students	Percentage (%)	Reading Comprehension Categories
85-100	0	0	Excellent
75- 84	5	15.6	Good
56 -74	24	75	Average
0-55	3	9.3	Poor
Total	32	100	

Based on the table above, it was found that the total number of sample was 36 students. There were five students (15.6%) in good category, twenty

four students (75%) in average category, and three students (9.3%) in poor category.

(d) Students' Posttest Scores in Control Group

In distribution of data frequency, the result of the posttest scores in control group is described in table 16 below:

Table 16

Frequency Data of Students' Posttest Scores in Control Group

		posttest_cntrl			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72,00	6	18,8	18,8	18,8
	74,00	6	18,8	18,8	37,5
	75,00	3	9,4	9,4	46,9
	76,00	4	12,5	12,5	59,4
	77,00	1	3,1	3,1	62,5
	78,00	4	12,5	12,5	75,0
	80,00	4	12,5	12,5	87,5
	82,00	2	6,3	6,3	93,8
	85,00	1	3,1	3,1	96,9
	86,00	1	3,1	3,1	100,0
	Total	32	100,0	100,0	

Based on the table above, it was found that there were six student (18.8%) got 72, six students (18.8%) got 74, three students (9.4%) got 75, four students (12.5%) got 76, one student (3.1%) got 77, four students (12.5%) got

78, four students (12.5%) got 80, two students (6.3%) got 82, one student (3.1%) got 85, one student (3.1%) got 86.

The classification of reading comprehension of the students' posttest score in control group can be seen from the following table 17 below:

Table 17

The classification of reading comprehension categories students' posttest score in control group

The Range of Score	Number of Students	Percentage (%)	Reading comprehension Categories
85-100	2	6.2	Excellent
75- 84	18	56.3	Good
56 -74	12	37.5	Average
0-55	0		Poor
Total	32	100	

Based on the table above, it was found that the total number of sample were 32 students. There were two students (6.2%) in excellent category, eighteen students (56.3 %) in good category, and twelfth students (37.5%) in average category.

4.1.1.2 Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean scores, standard deviation were analyzed. The score

were acquired from; (a) pretest scores in experimental, (b) posttest scores in experimental group, (c) pretest scores in control group, and (d) posttest in control group.

(a) Students' Pretest Scores in Experimental Group

The result analysis of descriptive statistics of students' pretest in experimental group is described in table 18 below:

Table 18

Descriptive statistic on students' pretest scores in experimental group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest_experiment	32	46,00	84,00	67,5625	8,37407
Valid N (listwise)	32				

In descriptive statistics of students' pretest scores in experimental group, it showed that the total number of sample was 32 students. The minimum Pretest scores was 46.00, the maximum score was 84.00, the mean score was 67,5625 and the standard deviation was 8,37407.

(b) Students' Posttest Scores in Experimental Group

The result analysis of descriptive statistics of students' posttest in experimental group is described in Table 19 below:

Table 19

Descriptive statistic on students' posttest scores in experimental group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
posttest_expe	32	72,00	88,00	81,0625	3,27195
Valid N (listwise)	32				

In descriptive statistics of students' posttest scores in experimental group, it showed that the total number of sample was 32 students. The minimum posttest score was 72.00, the maximum score was 88.00, the mean score was 81.0625 and the standard deviation was 3.27195

(c) Students' Pretest Scores in Control Group

The result analysis of descriptive statistics of students' pretest in Control group is described in Table 20 below:

Table 20

Descriptive statistic on students' pretest scores in control group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
pretest_control	32	44,00	84,00	66,6875	8,82240
Valid N (listwise)	32				

In descriptive statistics of students' pretest scores in Experimental group, it showed that the total number of sample was 32 students. The minimum pretest scores was 44, the maximum score was 84.00, the mean score was 66,6875 and the standard deviation was 8,82240.

(d) Students' Posttest Scores in Control Group

The result analysis of descriptive statistics of students' posttest in Control group is described in table 21 below:

Table 21

Descriptive statistic on students' posttest scores in control group

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
posttest_cntrl	32	72,00	86,00	76,5312	3,80140
Valid N (listwise)	32				

In descriptive statistics of students' posttest scores in Control group, it showed that the total number of sample was 32 students. The minimum Posttest scores was 72.00, the maximum score was 86.00, the mean score was 76.5312 and the standard deviation was 3.80140.

4.1.2 Prerequisite Analysis

In prerequisite analysis, there were two analyses conducted done. They were normality test and homogeneity test.

4.1.2.1 Normality Test

In measuring normality test, *1 Sample Kolmogorov-Smirnov* was used. The normality test was used to measure students' pretest and posttest in control and experimental group.

(a) Students' Pretest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 23. The result of analysis is figured out in table 22 below:

Table 22

The result of normality test of students' pretest in experimental and control groups

No	Students' Pretest	N	Kolmogronov Smirnov	Sig.	Result
1	Control Group	32	0.099	0.200	Normal
2	Experimental Group	32	0.115	0.200	Normal

Based on the table above, the result showed that the significance value of the students' pretest in control group was 0.200 while the experimental group was 0.200. Therefore, it could be stated that the students' pretest scores in experimental and control groups were considered normal since the result of the 1-sample kolmogronov smirnov were higher than 0.05.

(b) Students' Posttest Scores in Control and Experimental Groups

The computations of normality used the computation in SPSS 20. The result of analysis is figured out in table 23 below:

Table 23

The result of normality test of students' posttest in control and experimental groups

No	Students' Posttest	N	Kolmogronov Smirnov	Sig.	Result
1	Control Group	32	0.149	0.067	Normal

2	Experimental Group	32	0.127	2.00	Normal
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Based on the table above, the result showed that the significance value of the students' posttest in control group was 0.067, while the experimental group was 0.200. From the scores, it could be stated that the students' posttest scores in experimental and control groups were considered normal since the result of the 1-sample kolmogronov smirnov were higher than 0.05.

4.1.2.2 Homogeneity Test

In measuring homogeneity test Levene statistics was used. Levene statistics is a formula that is used to analyze the homogeneity of the data. The homogeneity test was used to measure students' pretest scores in experimental and control groups, and students' posttest scores in experimental and control groups.

(a) Students' Pretest Scores in Control and Experimental Group

Table 24

Homogeneity test of students' pretest scores in control and experimental groups

No	Students' Pretest	N	Levene Statistic	Sig.	Result
1	Control Group	32	0.021	0.885	Homogen
2	Experimental Group	32			Homogen

Based on table above, it was found that the p-output is 0.885 Therefore, it could be stated that the obtained scores from students' pretest in experimental and control groups are homogenous, because it is higher than 0.05.

(b) Students' Posttest Scores in Control and Experimental Group

Table 25

Homogeneity test of students' posttest scores in control and experimental groups

No	Students' Pretest	N	Levene Statistic	Sig.	Result
1	Control Group	32	0.921	0.341	Homogen
2	Experimental Group	32			Homogen

Based on table above, it was found that the p-output was 0.341. Therefore, it could be stated that the obtained score from students' posttest in experimental and control groups are homogenous, because it is higher than 0.05.

4.1.3 The Result of Hypotheses Testing

In this study, Independent sample t-test was used to measure a significant difference on the eighth grade students' reading comprehension taught by using Reciprocal Teaching Strategy and those who were not at SMP Daarul Aitam Palembang. Two Way ANOVA was used to measure a significant difference on the eighth grade students' reading comprehension in excellent, good, average, and poor category between those who are taught by Reciprocal Teaching Strategy and those who are not at SMP Daarul Aitam Palembang.

4.1.3.1 Result Analysis of Independent Sample T-test from Students' Posttest Scores in Control and Experimental Groups.

In this research, independent sample t-test was used to measure the significant difference on students' reading comprehension scores between those

who are taught by reciprocal teaching strategy and those who were not at SMP Daarul Aitam Palembang. The analysis result of independent sample t-test was figured out in table 26 below.

Table 26

Result analysis of independent sample t-test from students' posttest scores in control and experimental groups

Using reciprocal teaching strategy and those who were taught by using teacher's method	Independent Sample t-Test				Sig. (2-tailed)	Ho	Ha
	Group	Mean	T	Df			
	Control	4.53125					
	Experimental	4.53125	-5.111	62	0.000	Rejected	Accepted

From the table analysis, it was found that the p-output was 0.000 and the t-obtained was 5.111. Since the p-output was lower than 0.05. It can be stated that there was a significant difference on students' reading comprehension score taught by reciprocal teaching strategy and those who were not at SMP Daarul Aitam Palembang.

4.1.3.2 Result Analysis in Measuring Significant Difference Using Two-Way ANOVA from Students' Posttest of Average, Good and Excellent in Experimental and Control Group

In this research, two-way ANOVA was used to measure the significant difference on students' reading comprehension scores in average, good and excellent categories between those who are taught by reciprocal teaching strategy and those who were not at SMP Daarul Aitam Palembang.

From the result of the scores of the students' reading comprehension in experimental and control group, there were thirteen (15) students in average category, forty seven (44) students in good category, and four (5) students in excellent category. The result analysis of two-way ANOVA was figured out in table 27 below.

Table 27

Result analysis of two-way anova sample t-test from students' posttest scores in experimental and control group

Tests of Between-Subjects Effects

Dependent Variable: SS_Score

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	2544,869 ^a	5	508,974	124,786	,000
Intercept	115836,181	1	115836,181	28399,808	,000
Reciprocal_Strategy	32,406	1	32,406	7,945	,007
Teaching_strategy	1154,928	2	577,464	141,578	,000

Reciprocal_Strategy * Teaching_strategy	66,509	2	33,254	8,153	,001
Error	236,568	58	4,079		
Total	401258,000	64			
Corrected Total	2781,437	63			

a. R Squared = ,915 (Adjusted R Squared = ,908)

From the table analysis above, it is found that the p-output 0.001. Since the p-output was lower than 0.05. The result can be stated that there is significant difference on students' reading comprehension scores in average, good and excellent categories between those who were taught by reciprocal teaching strategy and those who were not at SMP Daarul Aitam Palembang. From the scores, it can be stated that the teaching reading comprehension by using reciprocal teaching strategy can improve students' reading comprehension in average, good, and excellent categories than those who are not.

4.2 Interpretation

Based on of findings stated previously, some interpretations could be drawn. Before conducting this research, I was teaching practice at smp Daarul aitam Palembang, I thought them for some meeting and give them excercise, then I did the interview to the teacher of english. Based on my experience and the interview, it was acquired that the students got some problems in learning English especially, reading in descriptive and recount text. After conducting the

research, it was found that the data of the students' pretest and posttest in experimental and control group were normal and homogenous.

In analyzing the normality test, 1-sample Kolmogorov-Smirnov test was used. From the result, it could be stated that the students' pretest and posttest scores in experimental and control groups were categorized normal since the significance of normality test was higher than 0.05. Then, I analyzed the homogeneity of the sample data from pretest and posttest between experimental and control groups. In analyzing the homogeneity test, Levene statistics was used. From the result, it could be stated that the students' pretest scores in experimental and control groups and the students' posttest scores in control and experimental groups were homogenous. It is emphasized that the abilities of the students were the same.

From the result of independent sample t-test, it was found that there was significant difference between the students' posttest score of experimental group who were taught by using reciprocal teaching strategy and the control group who were taught by using strategy that was used by the teacher of English at SMP Daarul Aitam Palembang. Moreover, from the result of two-way ANOVA, it was found that there were significant difference on students' reading comprehension scores in excellent, good, average, and poor category between those who were taught by reciprocal teaching strategy and those who were not at SMP Daarul Aitam Palembang.

There were differences found on students' attitudes of experimental group toward the material during treatment in 10 meetings excluding pretest

and posttest. In the first and second meetings, the students were still confused about reciprocal teaching strategy. The students were still confused in understanding the material. The student did not know how to start, how to comprehend the texts, or how to conclude the texts. Therefore, I guided the students in doing the treatment. Besides, I also demonstrated reciprocal teaching strategy during the treatment. Until the third meetings, they slowly could manage to start understanding and comprehending the texts. Finally, on the eighth to twelve meeting they could comprehend the texts well based on the topic given by the teacher. They felt that it was easy to understand and comprehend descriptive and recount text, because they could share the information from the texts and they could more active in the class.

Finally, based on the result in the research, reciprocal teaching strategy was effective to be applied to the eighth grade students of SMP Daarul aitam Palembang. Reciprocal teaching strategy is a strategy in reading. It shows that teaching students by summarizing strategies help the students to get information and identifying the main idea of the text. In the process of reciprocal teaching strategy. It is supported by Palinscar and Brown (1984) the fourth strategys are : question, summarize, clarify, and predict the reciprocal teaching strategy can be used effectively in reading comprehension.

Based on the data analysis, there was significant difference on students' reading comprehension taught by using reciprocal teaching strategy. According to Pressley (2000) Reciprocal teaching strategy helps a student to motivate others student to use their thinking when reading a text, and helps

them to be more active. I also found that reciprocal teaching strategy can make the students more active and easy to understand the text and to get information from the text.

Finally, it was inferred that the implementation of reciprocal teaching strategy showed significant difference on students' reading comprehension at SMP Daarul Aitam Palembang. Reciprocal teaching strategy successfully motivated the students in learning descriptive and recount text in reading comprehension and made the students interested and active in learning English. It could be assumed that reciprocal teaching strategy was effective to teach reading comprehension to the students.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: (1) conclusion, (2) suggestions.

5.1 Conclusions

Based on the findings and interpretation in the previous chapter, it could be conclude as follows: First, there was a significant difference on students' reading comprehension to the eighth grade students of SMP Daarul Aitam Palembang who were taught by using reciprocal teaching strategy and those who were not. From the table analysis, it was found that the p-output was 0.000 lower than 0.05. from the score it can be conclude that teaching reading comprehension using reciprocal teaching strategy gives more benefit since reciprocal teaching strategy can motivate students in teaching and learning process in the classroom.

Second, it was found that there were significant difference on students' reading comprehension in average, good, and excellent categories by using reciprocal teaching strategy and those who were not at SMP Daarul aitam Palembang. From the table analysis, it was found that the p-output was 0.009 lower than 0.05. from the score it can be concluded that teaching reading comprehension by using reciproal teaching strategy can improve students' reading comprehension in average, good, and poor categories in teaching and learning process in the class room.

The result of the research finding explained, it can be concluded that learning descriptive and recount texts by using reciprocal teaching strategy were effective to increase the student's score reading comprehension. It can be seen from the result of the test, it implied that reciprocal teaching strategy could be used as an alternative strategy in teaching reading especially in descriptive and recount texts.

5.2. Suggestion

Based on the conclusion above and based on the study that has been done, I would like to offer some suggestions to the teachers of English and the student of SMP Daarul Aitam Palembang and other researcher.

The first the teacher of English of SMP Daarul Aitam Palembang can use reciprocal teaching strategy to improve student's reading comprehension score. It can be useful to improve their English teaching and learning especially for teaching reading comprehension.

Second for the students I suggests the students to be more active to express and the students more interest to learn reading comprehension after they have been taught by using reciprocal teaching strategy. I really hopes that in the future the students could use reciprocal teaching strategy as their favourite teaching strategy while learning process. So that, they can learn with fun condition and can get maximal result in reading achievement

The last for other reseacher who want to conduct the research in teaching reading, they can use the result of this research as a basic way for conducting the research and as an additional references for further relevant research certainly with different variables and conditions. The other researchers also can consider the weaknesses of the result from this research to conduct a better research.

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APPENDICES

Appendix A

LESSON PLAN

SCHOOL : SMP DAARUL AITAM PALEMBANG

SUBJECT : ENGLISH

CLASS/SEMESTER : VIII/I

TIME ALOCATION : 1 X 45 MINUTES

STANDARD COMPETENCE: Reading

- understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

BASIC COMPETENCE :

- responding the meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of *Descriptive text*.

INDIKATOR :

- identify the meaning in descriptive / recount text.
- Identify the aims of communiative in text descriptive and recount.

- Identify steps the rhetorical and characteristic teks recount / descriptive text.

KIND OF TEXT : Transaksional / Interpersonal

THEME : Daily Life

ASPECT / SKILL : Reading

TIME : 1 X 40 Minutes

MEETING : 1

1. THE AIMS OF LEARNING

At the end of learning students can:

- make text in the form of recount.
- identify information contained in the recount text.

2. LEARNING MATERIALS

Descriptive recount text is a type of text based on real experiences such as articles, police reports, biographies, letters, journals, and incident reports.

A. The aims of communicative text.

Report an event that has occurred or notify events / events in the past.

B. Text structure

1. orientation

Introduction of background information such as who, where, and when events occur.

2. Events / sequents of events

The events that occur are told in the order of time.

3. Reorientation / conclusion

Events or events end in this section and usually there is an author's opinion on the event.

C. Characteristics of recount text

1. Using simple past tense.
2. Example of recount text:

YOGYAKARTA

That day was August 23, 2016. A week before that day I had been preparing everything. Then, at that day i was ready for my holiday. At 9 in the morning, I went to the station. The train would arrive at 10 a.m. It took 30 minutes walking from my home to the station. At that station, I bought the ticket to go to Yogyakarta. It took around 5 hour to go to Yogyakarta from Tulungagung by train. I arrived in Tugu Station Yogyakarta at 3.15 pm. I had no fix idea about the places at which I would visit. So, I was free to do anything in this city.

At first, I went walking around at Malioboro Street. I saw so many people in this street. Perhaps, they did the same thing as I did, just walking and sometimes stopped at some street merchandise sellers a long that road. At 6 p.m, i was tired and hungry. I was at Alun-Alun Kidul, the south side of Yogyakarta Palace. I looked around and find Angkringan, at that place I ordered for a glass of ice tea and ate some Sego Kucing with Sate and also Gorengan. After eating, I began to think of where I would get the cheap hotel to stay for several days in Yogyakarta. That was my story which I always remember about my holiday at Yogyakarta.

3. METODE PEMBELAJARAN / TEKNIK : Reciprocal Teaching Strategy

4. LEARNING ACTIVITY

a. Pre activity (10 minutes)

- Greetings
- Absorb students
- Asking about students' readiness in the learning process.

- Asking for material that has been studied before.

- Repeat the previous material a little.

- Notify the theme to be learned.

b. While activities (30 minutes)

- Ask students if anyone knows about recount text.

- Explain about recount text.

- Ask students to make groups.

- Provide material about recount text to students.

- Ask students to read the text and understand the information or themes of the text.

- Then the teacher asks students to make a summary of what they have read.

- Then the teacher clarifies whether the information in the text is correct or not.

- The teacher asks students to look for words that are difficult for them.

- The teacher asks students to tell words that they do not understand the meaning.

- Asking students whether there are still confused or unclear ones.

- Ask students to do the exercises.

- Ask students to collect exercises.

c. Post activity (10 menit)

- Asking students about difficulties during learning and teaching process

- Summing up the subject matter

- Deliver the theme that will be studied next week.
- Giving a moral message.
- Closes the lesson and gives greetings.

d. Materials source

- a. Book series of deepening English material junior high school / mts.
- b. relevant images
- c. Other relevant sources (internet)

e. Learning assesment

- a. Technique: written
- b. Form: multiple choice

f. Instrumen

1. What the meaning of recount text?
 - a. Tell about experience
 - b. Tell about fantasy story
 - c. Tell about description something
 - d. Tell about how to make something
2. What the generic structure of recount text?
 - a. Orientation, resolution, and events.
 - b. Aim, materials, and steps.
 - c. Orientation, events, and conclusion.
 - d. Identification, description
3. What the feature of recount text?
 - a. Using present tense
 - b. Using simple past tense
 - c. Using future tense
 - d. Using present continuous tense

(Text for task 7-10)

YOGYAKARTA

That day was August 23, 2016. A week before that day I had been preparing everything. Then, at that day i was ready for my holiday. At 9 in the morning, I went to the station. The train would arrive at 10 a.m. It took 30 minutes walking from my home to the station. At that station, I bought the ticket to go to Yogyakarta. It took around 5 hour to go to Yogyakarta from Tulungagung by train. I arrived in Tugu Station Yogyakarta at 3.15 pm. I had no fix idea about the places at which I would visit. So, I was free to do anything in this city.

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4. What the title of the text above?

- | | |
|-----------------------------|-------------------------------|
| a. Yogyakarta | C. My holiday in maron beach |
| b. My sister beloved person | d. My holiday with my sister. |

5. Who in the text above?

- | | |
|------------|-----------------|
| a. Only me | c. My mom and I |
|------------|-----------------|

b. my brother and I

d. My father and I

6. Where my holiday in the text above?

a. Maron beach semarang

c. Kuta beach semarang

b. Yogyakarta

d. Pahawang beach semarang

7. When I arrived in Tugu Station Yogyakarta?

a. 6.17 pm

c. 8. 12 pm

b. 7. 11 pm

d. 3.15 pm

ANSWER KEY:

1. A

2. C

3. B

4. A

5. A

6. B

7. D

RESULT OF ASSESSMENT

1. For each correct answer score 1

2. The maximum number of scores

Score: correct answer x 100 =

Score: Correct answer x 100 =

Palembang, 11 november 2018

Guru Pamong

Mahasiswa

Ghilman Suryadi S.pd

Septa Rosalina

Nim: 14250099

Mengetahui,

Kepala SMP Darul Aitam Palembang

Nursiah, S.Ag

NIY. 1967.030

Appendix B

Interview in the preliminary study (EnglishTeacher) with sir Ghilman Suryadi S.Pd

A: sudah berapa lama sir mengajar di sekolah ini?

B: sejak tahun 2011

A: kira-kira permasalahan yang paling sering sir temui selama mengajar di sekolah ini apa sir?

B: permasalahan yang palig sering saya temui adalah ketika siswa di kelas kurang fokus memperhatikan ketika guru menjelaskan

A: lalu bagaimana menurut sir tentang reading comprehension di sekolah ini terutama di kelas sir, apakah menurut sir sudah sangat baik, baik atau cukup baik?

B: kalau untuk reading comprehension itu cukup baik di sekolah ini karna siswa di sini rata-rata banyak tidak ikut les karna Cuma belajar di sekolah saja jadi kemampuan mereka cukup baik.

A: lalu bagaimana kalau siswa di berikan text dan meminta siswa untuk memahami menyimpulkan text dan apakah mereka memahami text tersebut?

B: kebanyakan siswa tidak memahami text tersebut karna mereka tidak memahami banyak kata-kata atau vocabulary dalam text tersebut dan mereka kesulitan untuk menyimpulkan text tersebut karna mereka tidak paham dengan materi text yang diberikan oleh guru.

A: ohh.. jadi permasalahan yang mereka alami di sekolah ini kebanyakan tidak memahami text karna banyak kosa kata yang tidak mereka ketahui.

B: iya betul sekali.

A: oke sir,terimakasih karna telah bersedia saya wawancarai dan atas waktunya.

B: sama-sama

Appendix C

Research Instrument for reading test

Direction: in this test, you will read several passages. Read the following text and select the correct answer from the list given below. For question 1-60, you will have to choose the correct options (A), (B), (C), or (D) and then give X in your answer sheet for each questions.

Text 1 for questions numbers 1-3

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

Source: detik-detik un bahasa inggris

1. they are seeking in Boyolali (paragraph 3) What does the underlined word refer to?
 - A. People from out town
 - B. Places in Boyolali
 - C. Cow statues
 - D. Real cows
2. What is the main idea of the last paragraph?
 - A. The statues help people to find places easily
 - B. The statues decorate the town beautifully

- C. The cow can get their way easily around the town
 - D. The people from out of town easily find the statues
3. What the kind of text is it?
- A. Descriptive
 - B. Narrative
 - C. Recount
 - D. Report

Text 2 for questions numbers 4-7

Picasso was one of the most outstanding and important artists of the 1900's. He was best known for his paintings. Almost every style in modern art was represented in Picasso's works.

Picasso was born in 1881 in Malaga, Spain, as the son of an art teacher. He studied painting with his father and also in Madrid. From 1895 to 1901, he painted realistic works in a traditional style. Then he entered what was called the Blue period. During this time, he only used shades of blue in his paintings to show poverty in Barcelona.

After 1907, he entered the style of cubism. Among his well-known cubist paintings are "The Three Musician" and "The man with a guitar" which depicted the destruction of Spanish town. Picasso died in France in 1973.

4. Picasso used shades of blue in his painting during the Blue Period, because
- A. He was sad to live in a traditional Barcelona
 - B. The blue was to show poverty in Barcelona
 - C. The blue represented modern art of this paintings
 - D. Blue was Picasso's favorite color in his paintings
5. What is the main idea of paragraph three?
- A. Picasso used shades of blue in his paintings

- B. Picasso died in France on 1973
 - C. Picasso was taught by his father
 - D. Picasso was taught by his father
6. which **depicted** the destruction of Spanish town. (Paragraph 3).

The underlined word has the same meaning as

- A. Drawed
 - B. Described
 - C. Painted
 - D. Presented
7. From the text, we know that
- A. Picasso used his paintings to describe his environment
 - B. Picasso loved listening to the music and playing guitar
 - C. Picasso was born, raised, and died in Malaga, Spain
 - D. Picasso only used blue paint in all his paintings

Text 3 for questions numbers 8-10

Garuda Muda Junior High School holds an annual event called GM-EFC. It stands for Garuda Muda Event for Friendship and Creativity. It is held in September every year.

This Year is the third time for the school to hold the event. The students and the teachers are working hard together to make the program successful. The event is aimed to give a chance for all junior high school students in the city to perform their talents .and skills.

There are various programs held in this event, such as group band competition, culinary fair, book fair, sport festival, and handicraft bazaar. Usually, every school participates in the event. It may compete in the band competition or sport festival. some of the schools join the fairs, while some others just come as guests and enjoy the programs.

8. How often does the school hold GM-EFC?
- A. Every year
 - B. Every month
 - C. Every two years
 - D. Every three years
9. The purpose of the text is
- A. To describe the event in general
 - B. To describe GM-EFC to readers
 - C. To show that the school is active
 - D. To inform people about school activities
10. What is the student's favourite program ?
- A. Book Fair
 - B. Handicraft
 - C. Culinary Fair
 - D. Band Competition

Text 4 for questions numbers 11-14

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western Europe's tallest building.

Designed by architect Renzo Piano, The Shard is the second tallest free standing structure in the UK. Its exterior boasts 11,000 glass panels — that's equivalent in area to eight football pitches or two-and-a-half Trafalgar Squares.

The building was developed to have multiple uses, describes on the website as a 'vertical city where people can live, work and relax'. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

Source: <https://www.itapuih.com/2017/07/15-soal-descriptive-text.html>

11. What is the main idea of the text?
- A. The architect Renzo Piano
 - B. The Shard glass panels
 - C. The Shard, building in London
 - D. The tallest building in London
12. What kind of text is it ?
- A. Narrative
 - B. Recoun
 - C. Reportt
 - D. Descriptiv
13. What probably makes people interested to stay in the Shard?
- A. It has multiple uses
 - B. It is the tallest building in UK
 - C. It was built by famous architect
 - D. It is located in the heart of London
14. making it Western European's tallest building." What does the underlined word refer to?
- A. The Shard
 - B. The glass
 - C. London
 - D. Skyscraper

Text 5 for questions numbers 15-17

Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies Blackadder, the Thin Blue Line and Mr. Bean. He has been listed in the Observer as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as Mr. Bean.

Rowan Atkinson is a quite thin man. He has fair complexion and black short hair. Some people considered Atkinson "the man with the rubber face." In fact, he has really funny face with unique smile. He is in medium height of European people. He has a pointed nose, big black eyes and thick eyebrows. His moustache and sideburns are usually well shaved. He usually wears a man's suit with shirt, collar, trousers and a pair of shiny shoes.

Rowan Atkinson was born in Consett, County Durham on 6th January 1955. He has two elder brothers. Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen's College, Oxford. Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of \$100 million, Atkinson owns many expensive cars.

15. What the main idea of the text ?

- A. Rowan Atkinson
- B. Rowan Atkinson's school
- C. Rowan Atkinson's movies
- D. Comedy festivals in England

16. "Rowan Atkinson is a quite **thin** man." (Paragraph 2) The word "thin" has the same meaning as....

- A. Stocky
- B. Athletic

C. Skinny

D. Chubby

17. "**The couple** has two children, Lily and Benjamin," (Paragraph 3) The underlined words refer to

A. Atkinson and family

B. Lily and Benjamin

C. Atkinson and his children

D. Atkinson and Sunetra Sastry

Text 6 for questions numbers 18-22

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pont Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called Ile de la Cite. It is where Notre Dame is located. Today around eight million people live in Paris area.

18. The fifth paragraph tells
- A. The origin of the word Paris
 - B. people in paris
 - C. The location of Notre Dame
 - D. A village built a thousand years ago
19. What is the oldest and most well known part of the city?
- A. The Seine River
 - B. The Pont Neuf
 - C. The Sorbonne
 - D. The right bank
20. From the text we know that Notre Dame is located
- A. Near left Louvre
 - B. On the left bank
 - C. On the right bank
 - D. Outside the city of Paris
21. What is the oldest and most well known part of the city?
- A. The Seine River
 - B. The Sorbonne
 - C. The Pont Neuf
 - D. The right bank

22. What the kind of text is it?

- A. Recount
- B. Narrative
- C. Descriptive
- D. Report

Text 7 for questions numbers 23-25

Fruits are a source of nourishing substances that keep us alive and healthy. For example, they contain many vitamins, especially vitamins A and C, and many minerals, such as calcium, potassium, and zinc. They also provide fiber for a healthy digestive system and carbohydrates that the body needs to make energy. They don't have a lot of calories to make us fat. People use fruits for many things.

We make juices from them. We cook bread and pie with them. We make jams and jellies and sweets. We freeze them to eat later. We even make alcohol from fruit. Beer comes from grains, wine comes from grapes, and some brandies are made from plums, apricots, or other fruits. But most of the time, we don't do anything special with fruits. We eat them fresh, just as they are!

Source: detik-detik un bahasa inggris

23. What the kind of text is it?

- A. Narrative
- B. Recount
- C. Report
- D. Descriptive

24. What is the main idea of the second paragraph?

- A. We make juice from fruits.
- B. People use fruits for many things.

- C. Some beer and brandies are made of fruits.
- D. We freeze fruits to eat whenever we need later.
25. Which substance do we need to have a healthy digestive system?
- A. Vitamins.
- B. Calories.
- C. Fiber
- .D. Carbohydrate.

Text 8 for questions numbers 26-28

I've got a painful experience that I went through last semester. I joined the cross country. We were running this race competing against several I other schools. The entire race was long and dreadful. It took place in the desert so it was really hot and humid. We ran up and down the hills.

It was getting awful after 10 minutes of the race. People who ran in front of me made me breathe the dust they created. It wasn't so bad until my throat started to hurt. It was very painful. I had a hard time to catch my breath and I sweat a lot. I really hated it.

In the end I managed to finish the race. I felt really good after that. I felt fully alive again. That race was a horrible experience. That is the reason why I quitted the team a week later.

Source: <http://soal-soal-recount->

26. What does the second paragraph tell us about?
- A. a cross country race
- B. an awful place in the mountain
- C. a good feeling after completing the race
- D. painful incidents during the cross country
27. From the text, we know that

- A. The writer quitted and never made it to the finish line
- B. Although he had a painful throat, the writer could finish the race
- C. The race was a competition between students in the writer's school
- D. The race route was so mountainous that the weather was cool and windy

28. What the kind of the text is it?

- A. Narative
- B. Descriptive
- C. Recount
- D. Report

Last week, my school had a study tour to Saung Angklung Mang Udjo in Bandung. We started our journey very early in the morning. There are six buses to take our groups. We stopped in the rest area before went directly toward Bandung.

When we arrived at Saung Angklung Mang Udjo, we were welcome by hot Sundanese drinks known as Bandrek was very unique. After that, we went around the gallery that sells the Sundanese handicrafts. We then walked to the hall it was a rounded stage. Everybody sat anxiously.

The Angklung shows soon began with a performance of a large group of dancers and Angklung players. Then, the master of ceremony introduced herself and offered the audience a short course to play Angklung. She then taught the audience to play the Angklung, each rhythm. Soon after the audience knew the basic sound, we all played popular songs together. The master ceremony spoke in English too because there foreigners among the visitors. At the end of the show we were asked to join the performing children to dance together.

29. What is the main idea of the first paragraph?
- A. The trip to Saung Angklung Mang Udjo started very early
 - B. The audience was cheerful and refreshed after the show
 - C. The master of ceremony taught the audience to play Angklung
 - D. The visitors were asked to join the performing children to dance
30. What did the students do before the show?
- A. Playing popular songs on Angklung
 - B. Making Sundanese hot drink Bandrek
 - C. Learning how to do traditional dances
 - D. Going around the gallery that sells Sundanese handicraft
31. Why did the master of ceremony speak in English?
- A. The audience was all foreigners
 - B. To make the performance more attractive
 - C. It would encourage the audience to join the performance
 - D. There were foreigners among the audiences in the hall

Text 10 for questions numbers 32-35

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard. At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience.

After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

Source: detik-detik un bahasa inggris

32. What is the text about?

- A. The writer's activities of watching Chicago marathon contest.
- B. The writer's wonderful feeling after watching marathon.
- C. The writer's good achievement in marathon.
- D. The changing of the writer's feeling after joining the marathon.

33. To improve his achievement, the writer ...

- A. Asked for advice how to run well
- B. Practiced hard with other participants
- C. Planned to join another marathon
- D. Ran faster and faster

34. What kind of text is it?

- A. descriptive

- B. narrative
- C. report
- D. recount

35. " I change my mind." (Paragraph 2) The underlined word is closest in meaning to ...

- A. Decision
- B. Ambition
- C. Thought
- D. Suggestion

Text 11 for questions numbers 36-41

Last holiday my students and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Malioboro. On Friday, we went to the sanctuaries in Prambanan. There are three major sanctuaries, the Brahmana, Syiwa and Wisnu sanctuaries. They are truly stunning. We went by just Brahmana and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled.

On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate on the grounds that we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur. We touched base there at four p.m. At 6 p.m. we heard the declaration that Borobudur entryway would be closed. In the evening we left Jogjakarta by bus.

Source: detik-detik un bahasa inggris

36. The content above basically talks about
- A. The writer's trip to Yogyakarta
 - B. The writer's first visit to Prambanan
 - C. The writer's impression about the guide
 - D. The writer's experience at Yogya Kraton

37. The content is composed as an/an
- A. Recount
 - B. Narrative
 - C. Report
 - D. Anecdote
38. What is purpose of the text.....
- A. Tell past events
 - B. Entertain readers
 - C. Describe the smugglers
 - D. Report an event to the police
39. What else the big temples in Prambanan?
- A. Angkor Wat, Syiwa, and Sudra Temples
 - B. Paria, Brahmana, and temples
 - C. Brahmana, Syiwa, and Wisnu Temples
 - D. Wisnu, Syiwa, and Borobudur Temples
40. What kind of text is it ?
- A. descriptive
 - B. narrative
 - C. report
 - D. recount

41. Why did they just visit Brahma and Syiwa sanctuaries?

- A. Because there was no Wisnu temple
- B. Because Wisnu temple was amazing
- C. Because Wisnu temple was too small
- D. Because Wisnu temple was being repaired

Text 12 for questions numbers 42-43

Luis Lionel Andres Messi, born June 24th, 1987, is an Argentinian football player for F.C Barcelona. He is not very tall, mainly, due to the growing problem he had when he was younger. His eyes are brown. He never has short hair.

Lionel Messi started playing football at a very early age in his hometown's Newell's Old Boys. From the age of 11, he suffered from a hormone deficiency and as Lionel's parents were unable to pay for the treatment in Argentina, they decided to move to Barcelona, Spain. In the 2003-2004 season, when he was still only 16 years old.

Messi made his first team debut in a friendly with Porto that marked the opening of the new Dragao stadium. The following championship-winning season, Messi made his first appearance in an official match on October 16th, 2004, in Barcelona's derby win against Espanyol at the Olympic Stadium (0-1). And now, in 2010, 2011, and 2012 he is best player in the world.

Source: <http://englishahkam.blogspot.co.id.html>

42. According to the text, Messi's parents moved to Barcelona

- A. because they were very poor in Argentina
- B. because they wanted Messi to be successful in soccer
- C. so that Messi could learn in the best soccer club

D. to get Messi's health problem cured

43. What is the main idea of the third paragraph?

A. he hasn't really attractive face, but he's a very good football player

B. Lionel Messi is a good player for F.C Barcelona

C. his best characteristics are on the foot has competitiveness

D. he appears to be a quite good and modest person

Text 13 for questions numbers 44-48

Last month my family and I went to Toraja to attend Grandpa's funeral. It was my first time to go to such a ceremony. We gathered there with our kin in the ceremony. Overall, the ceremony was quite elaborate. It took about a week.

Several days before the ceremony was done, grandpa's body was kept in a series of houses arranged in a circular row around an open field called tongkonan. His corpse was dressed in a fine wearing. The funeral was performed in two phases. First, we slaughtered the pigs and buffaloes, and then moved the corpse to face north. In this ceremony we wore black clothes. After that, the corpse was placed in a sandal wood coffin.

Then, it was brought out of the house and placed on an open platform beneath the granary.

Meanwhile, my uncle, my brother, and I prepared the wooden puppet and a funeral tower called lakian. The next phase of the ceremony was held in this place. The coffin is borne from the house and placed in the lakian. During the day, there were also buffalo matches. They were great matches. In the night, we were feasting, chanting, and dancing.

Source: <http://kebunenglish.blogspot.co.id.html>

44. What happened to the Grandpa several days before the ceremony?

A. He visited my Home

B. He was kept in my home

C. He was placed in the tongkonan

D. He made tongkonan

45. Overall, the ceremony was quite elaborate. What does “elaborate” means?
- A. Taking a long process
 - B. Taking a sad moment
 - C. Giving a bless
 - D. Making people happy
46. Why did the writer say that his grandpa funeral was quite elaborated?
- A. Because the family have to come to the funeral
 - B. Because a lot of people come to the grandpa funeral ceremony
 - C. Because it takes several days to hold the ceremony
 - D. Because grandpa’s body was kept in tongkonan
47. What kind of text is it?
- A. descriptive
 - B. narative
 - C. report
 - D. recount
48. They were great matches. What does the word “they” refer to?
- A. Buffalos
 - B. Buffalos matches
 - C. People in the buffalos matches
 - D. Families

Text 14 for questions numbers 49-50

On Wednesday, my students and I went to Jogjakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahma and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Jogja Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard an announcement that Borobudur gate would be closed.

Source: detik-detik un bahasa inggris

49. What kind of text is it?
- A. descriptive
 - B. narative
 - C. report
 - D. recount
50. Which temple was being renovated ?
- A. syiwa
 - B. brama
 - C. borobudur
 - D. wisnu

Text 15 for questions numbers 51-54

The Titanic was the biggest ship in the world at that time. It had good facilities such as: a fully air conditional cabin, restaurant, bar, mini shop, recreation space, ship' s band and singers, medical facilities, telephone, etc. When the Titanic sailed from Southampton to New York in April 1912 with 819 crews and 1316 passengers, it sank after it sailed for four days. It happened in North Atlantic Ocean. It hit a very big iceberg. Since there were not enough lifeboats and all the passengers or the crews were very afraid, the ship sank rapidly, most of passengers and crews sank and only few people was safe.

Source: <http://soal-soal-recount-text-smp-un-2017.html?m=1>

51. Where did the tragedy happen?
- a. in the sea
 - b. in the high way
 - c. in the harbor
 - d. In the air
52. It had good facilities. The underlined word refers to ...
- a. the world
 - b. the ship
 - c. the time
 - d. that biggest
53. Which line tells us that most of people died?
- a. line 1
 - b. line 2

c. line 4

d. line 6

54. What kind of text is it?

A. recount

B. narrative

C. report

D. descriptive

Text 16 for questions numbers 54-60

Suramadu Bridge

The Suramadu Bridge (Indonesian: Jembatan Suramadu), also known as the Surabaya-Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US\$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US\$0.30) for two-wheelers.

The bridge was built by a consortium of Indonesian companies PT Adhi Karya and PT Waskita Karya working with China Road and Bridge Corp. and China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

55. Suramadu's bridge also known as....
- A. Longest bridge
 - B. sura and madu
 - C. Surabaya-Madura bridge
 - D. toll bridge
56. Suramadu's bridge connects the island....
- A. Java and Sumatra
 - B. Java and Bali
 - C. Sumatra and Kalimantan
 - D. Java and Madura
57. Length of the Suramadu's bridge is....
- A. 5.400 meters
 - B. 192 meters
 - C. 494 meters
 - D. 526 meters
58. The following statement is true, except
- A. Suramadu's bridge is also known Surabaya-Madura bridge
 - B. the long of Suramadu's bridge is 5400 meters
 - C. suramadu's bridge connects the islands of Java and Madura
 - D. bridge was opened on March 31, 2009

59. When the bridge was built?

- A. March 31, 2009
- B. August 20, 2003
- C. July 2004
- D. June 10, 2009

60. What kind of text is it?

- A. recount
- B. descriptive
- C. report
- D. narrative

Appendix D

The Result Of Try Out

School :SMP Daarul Aitam Palembang

Kelas :VIII.2

Name of Student	Test Score
1. AIDIL JONATHAN PRAYOGA	56
2. ALYA MARGARETHA	54
3. ANISA OKTARINA	56
4. ARDIANSYAH	55
5. DESTI RAHMAYANI	55
6. DIANA APRILIA	55
7. DIKI WAHYUDI	55
8. DINDA DWIYANTI	56
9. FAISAL	54
10. HUSNA	55
11. JUNAIDI	55
12. M. ADITYA WARMAN	55
13. M. APRI YASIN	55
14. M. DIKKY MARDIANSYAH	53
15. M. FAISOL	52
16. M. RISKI FAREL	56
17. MARSHA NUR RIZKI	54
18. MARSYA	51
19. MGS. INDRA	56

20. MUHAADI	52
21. MUHAIMI	49
22. NUR ARFIYA	50
23. PUTRI EMILIA	49
24. RAHMAT DENI FAUZAN	53
25. RAHMAWATI	50
26. REGA PUTRI RAMADHANI	54
27. REIRA WULANDARI	48
28. REVANI	51
29. TIARA OKTAVIANI	48
30. ZASKIA	53

Appendix E

Students Score in Experimental Class

Name of Student	Pre-test	Post-test
1. Abu Bakar	66	84
2. Ade Putri Sheriva	72	78
3. Ahmad Zakia	62	84
4. Alia	46	84
5. Ardiansyah	64	83
6. Eka Aisa	72	80
7. Faizah Fitria	72	78
8. Hengki Saputra	62	82
9. Indah Sari	84	84
10. Kailla Elvina	64	78
11. Khoirudin Febriansyah	60	84
12. Luisa Nadira	52	86
13. M. Gilang	74	83
14. M. Hasan	70	86
15. M. Hidayat	54	82

16.	M. Ichsan Ramadhan	68	80
17.	M. Rivaldo	78	72
18.	M. Wahyu Akmal	70	80
19.	Monita	56	78
20.	Muhammad Dima	70	81
21.	Muhammad Haikal	66	80
22.	Muhammad Indra Saputra	76	78
23.	Muhammad Joni	80	80
24.	Nisa Maharani	74	78
25.	Novie Sry Utami	66	80
26.	Novita Sari Ayu	72	84
27.	Putri Dahlia	66	80
28.	Riska	74	80
29.	Robby Firmansyah	76	81
30.	Suci Sri Rhomadon	70	76
31.	Sumarni	68	88
32.	Tamara Cindy Canalis	58	82

Appendix F

Students Score in Control Class

Nama Siswa	Pre-test	Post-test
1. Alex Candra	68	85
2. Amanda Adesta Putri	64	76
3. Andi Saputra	60	74
4. Bella	48	80
5. Dimas Andrean	66	74
6. Elvira Fazira	62	82
7. Fariz Alfarizi	74	72
8. Fatimah Nabila	54	74
9. M. Afrilriansyah	72	78
10. M. Alamsyah	62	80
11. M. Fadli Febrianto	68	80
12. M. Nabil	44	80
13. M. Ridho Afriansyah	64	72
14. Mailani Anggraini	74	72
15. Melisa Hariyanti	58	72
16. Milanda Sari	66	76

17. Muhammad Hadil Hajri	76	76
18. Muhammad Rizal	68	74
19. Nadia	58	72
20. Nia Rosita	78	74
21. Rahmad Hidayat	68	76
22. Rehan	80	86
23. Reza Fahlevi	84	75
24. Ricky Bariq	72	75
25. Rifka Amelia Putri	64	78
26. Ririn Ardesti	74	78
27. Sarmila	68	77
28. Sartika	64	75
29. Siti Arintia	78	78
30. Wahyu Hidayat	66	82
31. Zahara	72	72
32. Nurul Hikmah	60	74

Appendix G

Reliability

Warnings

The determinant of the covariance matrix is zero or approximately zero. Statistics based on its inverse matrix cannot be computed and they are displayed as system missing values.

Scale: ALL VARIABLES

Case Processing Summary

		N	%
Cases	Valid	30	100,0
	Excluded ^a	0	,0
	Total	30	100,0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Part 1	Value	,316
		N of Items	25 ^a
	Part 2	Value	-,251 ^b
		N of Items	25 ^c
Total N of Items			50
Correlation Between Forms			,335

Spearman-Brown Coefficient	Equal Length	,502
	Unequal Length	,502
Guttman Split-Half Coefficient		,880

a. The items are: VAR00001, VAR00002, VAR00003, VAR00004, VAR00005, VAR00006, VAR00007, VAR00008, VAR00009, VAR00010, VAR00011, VAR00012, VAR00013, VAR00014, VAR00015, VAR00016, VAR00017, VAR00018, VAR00019, VAR00020, VAR00021, VAR00022, VAR00023, VAR00024, VAR00025.

b. The value is negative due to a negative average covariance among items. This violates reliability model assumptions. You may want to check item codings.

c. The items are: VAR00026, VAR00027, VAR00028, VAR00029, VAR00030, VAR00031, VAR00032, VAR00033, VAR00034, VAR00035, VAR00036, VAR00037, VAR00038, VAR00039, VAR00040, VAR00041, VAR00042, VAR00043, VAR00044, VAR00045, VAR00046, VAR00047, VAR00048, VAR00049, VAR00050.

Appendix H

Frequencies**Statistics**

pretest_control

N	Valid	32
	Missing	0

pretest_control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	44,00	1	3,1	3,1	3,1
	48,00	1	3,1	3,1	6,3
	54,00	1	3,1	3,1	9,4
	58,00	2	6,3	6,3	15,6
	60,00	2	6,3	6,3	21,9
	62,00	2	6,3	6,3	28,1
	64,00	4	12,5	12,5	40,6
	66,00	3	9,4	9,4	50,0
	68,00	5	15,6	15,6	65,6
	72,00	3	9,4	9,4	75,0
	74,00	3	9,4	9,4	84,4
	76,00	1	3,1	3,1	87,5
	78,00	2	6,3	6,3	93,8
	80,00	1	3,1	3,1	96,9

84,00	1	3,1	3,1	100,0
Total	32	100,0	100,0	

Appendix I

Frequencies

Statistics

posttest_cntrl

N	Valid	32
	Missing	0

posttest_cntrl

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72,00	6	18,8	18,8	18,8
	74,00	6	18,8	18,8	37,5
	75,00	3	9,4	9,4	46,9
	76,00	4	12,5	12,5	59,4
	77,00	1	3,1	3,1	62,5
	78,00	4	12,5	12,5	75,0
	80,00	4	12,5	12,5	87,5
	82,00	2	6,3	6,3	93,8
	85,00	1	3,1	3,1	96,9
	86,00	1	3,1	3,1	100,0
Total		32	100,0	100,0	

Appendix J

Frequencies

Statistics

pretest_experiment

N	Valid	32
	Missing	0

pretest_experiment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	46,00	1	3,1	3,1	3,1
	52,00	1	3,1	3,1	6,3
	54,00	1	3,1	3,1	9,4
	56,00	1	3,1	3,1	12,5
	58,00	1	3,1	3,1	15,6
	60,00	1	3,1	3,1	18,8
	62,00	2	6,3	6,3	25,0
	64,00	2	6,3	6,3	31,3
	66,00	4	12,5	12,5	43,8
	68,00	2	6,3	6,3	50,0
	70,00	4	12,5	12,5	62,5
	72,00	4	12,5	12,5	75,0
	74,00	3	9,4	9,4	84,4
	76,00	2	6,3	6,3	90,6

78,00	1	3,1	3,1	93,8
80,00	1	3,1	3,1	96,9
84,00	1	3,1	3,1	100,0
Total	32	100,0	100,0	

Appendix K

Frequencies

Statistics

posttest_expe

N	Valid	32
	Missing	0

posttest_expe

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72,00	1	3,1	3,1	3,1
	76,00	1	3,1	3,1	6,3
	78,00	6	18,8	18,8	25,0
	80,00	8	25,0	25,0	50,0
	81,00	2	6,3	6,3	56,3
	82,00	3	9,4	9,4	65,6
	83,00	2	6,3	6,3	71,9
	84,00	6	18,8	18,8	90,6
	86,00	2	6,3	6,3	96,9
	88,00	1	3,1	3,1	100,0
Total		32	100,0	100,0	

Appendix L

Descriptives**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
pretest_control	32	44,00	84,00	66,6875	8,82240
Valid N (listwise)	32				

Descriptives**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
posttest_cntrl	32	72,00	86,00	76,5312	3,80140
Valid N (listwise)	32				

Descriptives**Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
pretest_experiment	32	46,00	84,00	67,5625	8,37407
Valid N (listwise)	32				

Descriptives

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
posttest_expe	32	72,00	88,00	81,0625	3,27195
Valid N (listwise)	32				

Appendix M

Normality pre-test control

NPar Tests

One-Sample Kolmogorov-Smirnov Test		
		pretest_control
N		32
Normal Parameters ^{a,b}	Mean	66,6875
	Std. Deviation	8,82240
Most Extreme Differences	Absolute	,099
	Positive	,097
	Negative	-,099
Test Statistic		,099
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Normality post-test control

NPar Tests

One-Sample Kolmogorov-Smirnov Test

		posttest_cntrl
N		32
Normal Parameters ^{a,b}	Mean	76,5313
	Std. Deviation	3,80140
Most Extreme Differences	Absolute	,149
	Positive	,149
	Negative	-,117
Test Statistic		,149
Asymp. Sig. (2-tailed)		,067 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Appendix N

Normality pre-test experiment

NPar Tests

One-Sample Kolmogorov-Smirnov Test		
		pretest_experim ent
N		32
Normal Parameters ^{a,b}	Mean	67,5625
	Std. Deviation	8,37407
Most Extreme Differences	Absolute	,115
	Positive	,065
	Negative	-,115
Test Statistic		,115
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Normality post-test experiment

NPar Tests

One-Sample Kolmogorov-Smirnov Test	
	posttest_expe
N	32

Normal Parameters ^{a,b}	Mean	81,0625
	Std. Deviation	3,27195
Most Extreme Differences	Absolute	,127
	Positive	,127
	Negative	-,123
Test Statistic		,127
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Appendix O

homogeneity pre-test control and experiment

Oneway**Test of Homogeneity of Variances**

SS_score

Levene Statistic	df1	df2	Sig.
,021	1	62	,885

ANOVA

SS_score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	12,250	1	12,250	,166	,685
Within Groups	4586,750	62	73,980		
Total	4599,000	63			

homogeneity post-test control and experiment

Oneway**Test of Homogeneity of Variances**

SS_score

Levene Statistic	df1	df2	Sig.
------------------	-----	-----	------

	,921	1	62	,341
--	------	---	----	------

ANOVA

SS_score

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	328,516	1	328,516	26,118	,000
Within Groups	779,844	62	12,578		
Total	1108,359	63			

Appendix P

T-Test

Group Statistics

	Categories	N	Mean	Std. Deviation	Std. Error Mean
SS_score	experiment	32	81,0625	3,27195	,57840
	control	32	76,5313	3,80140	,67200

Appendix Q

Univariate Analysis of Variance

Between-Subjects Factors

		Value Label	N
Reciprocal_Strategy	1,00	reciprocal_strtgy	32
	2,00	teaching_strtgy	32
Teaching_strategy	1,00	excellent	5
	2,00	good	44
	3,00	average	15

Tests of Between-Subjects Effects

Dependent Variable: SS_Score

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2544,869 ^a	5	508,974	124,786	,000
Intercept	115836,181	1	115836,181	28399,808	,000
Reciprocal_Strategy	32,406	1	32,406	7,945	,007
Teaching_strategy	1154,928	2	577,464	141,578	,000
Reciprocal_Strategy * Teaching_strategy	66,509	2	33,254	8,153	,001
Error	236,568	58	4,079		

Total	401258,000	64		
Corrected Total	2781,437	63		

a. R Squared = ,915 (Adjusted R Squared = ,908)

Documentation

Pretest in control group



Post test in control group



Pre test in experimental group



Treatment in in experimental group





Post test in experimental class

